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Formerly called "CHILDREN, The Parents' Magazine"

MARCH 1930
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March, 1930

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AN EDITORIAL MESSAGE

A Child Faces Our World

By Beatrice Chandler Gesell

THE new-born baby awakens in the midst of a booming confusion called Life. He has neither reflected nor consented. He merely finds himself here. Life to him is a riddle and his only key to it lies in his later experiences, his gradual interpretation of the social traditions with which his home surrounds him. He has a heritage which is social, a heritage as vital as his physical heritage and one which must be as consciously transmitted to him. Parents are the chief transmitters of this social tradition. Their interpretation of it becomes the child's environment.

But in this rôle of handing on social traditions to children we parents should not try to hand on rigid habits, fixed and final adaptions. We forget that life means change, growth, variation. Fixed, stern, uncompromised conceptions of duty, honor, religion, patriotism, when looked at by an unafraid keen-sighted generation, too often reveal ignorance, prejudice, selfish ambition and smug egotism. Perhaps they represent crippling finalities, and outgrown shibboleths.

Youth like childhood is eager, adaptable, creative, curious. Such qualities constitute the very essence of progress. These dynamic qualities must grapple with real situations. When we care for a plant we do not start with the assumption that we can make it over. We foster it; we place it in the sunlight. We water it and consciously endeavor so to relate it to its environment that the life force within it may function normally. We take an aggressive part in planning its environment. But when we undertake to care for youth we preach, we talk in abstractions and lay down principles, but we really concern ourselves relatively little about what they see, what they hear, what they love, what they read, what they enjoy and what they destroy. And yet they will become what they love, what they seek. This we may be sure of; they will not seek abstract concepts. They want to make their own concepts out of reality. They want to live, to do, to be.

The child whose ears have been filled with poetry and song, whose heart has responded to the great stories of adventure and of human sacrifice, sloughs off the crude exploitation of sensationalism. He does not enjoy it. He has established standards; he contrasts, he chooses. It has been truly said that "the ideals of conduct conditioned or pictured in the growing brain will have much to do with the roads that will be open or closed to the adult brain."

Leadership of the younger generation must be wrought by positive forces, not by negative, destructive criticism. Such positive forces lie in an aggressive search for beauty. Find that beauty which lies in amusement, in work and in daily living and subject youth to a long exposure. If parents would have youth understand what love is, they themselves must look love in the face, not merely throw its profile on the screen of life. That profile may quiver with the smile of gratification, but he who looks into the eyes of love finds there the deep shadows of an understanding renunciation. Only from parents who know this truth can youth learn it.

By going up on the mountain top we enlarge our vision of the valley. We see new relations, new aspects of old things. It is the part of the parents as the transmitters of the social heritage to lead youth to the mountain top. Set up in plain view the best the race has achieved, for that best will hold the wisdom which is born of a knowledge of good and evil. That knowledge wisely achieved will lead to a deliberate choice of good.

"The future of the race marches forward on the feet of little children"—*Phillips Brooks*

Ruth Alexander Nichols

Ship Ahoy! Here's a Captain Brave and True

How to Meet Adolescent Doubts

By Edwin Ewart Aubrey

The Divinity School, University of Chicago

MANY parents are troubled over the doubts arising in adolescent minds about religion. The impact of college learning—and, indeed, in these days, high school learning—upon the traditional ideas is showing itself in embarrassing questions which youth is asking about the so-called "eternal verities." Many parents, refusing to be seriously concerned over these doubts, will lay them to "adolescence" and trust to growth to overcome them. Perhaps a little ridicule will be used to prevent the boy from taking his new ideas too seriously; and someone will blandly assure him that he will "grow out of it." Other parents will feel that the lad is in a perilous state, for doubt of the inherited faith is wicked. "The rising doubt, the rebel sigh" will become occasion for discipline. One is reminded of the schoolmaster to whom a pupil confessed that he was not sure there is a God. He replied, "If you expect to graduate from this school you'd better get a God quickly: we graduate no atheists."

But there are many parents who, for both psychological and philosophical reasons, cannot treat the honest questionings of youth in such cavalier fashion. They regret the inability of the adolescent to find the reassuring certitude of a firm faith such as they treasure; but respect for his personality, as well as a shrewd suspicion of futility, prevent them from urging their own faith too strongly. Many more parents are brought by their adolescent sons and daughters to a recognition of the fact that they have never worked out their own religious ideas very thoroughly. The difficulties they once encountered were suppressed in an illiberal environment, or else dismissed (which means repressed) as insoluble. A benevolent agnosticism, which served to mask certain fundamental assumptions, proves pretty feeble when Peggy asks, "Is there any real point in praying, Dad?"

The generation which now has sons and daughters in college or high school was itself going through this period of adolescent doubt just at the time when the psychologists were beginning to study adolescent religion. It was then customary in psychological circles to regard adolescence as a sort of miracle: it was the time when the child suddenly blossomed forth into a sexually mature person, growing with astonishing speed and being upset by the cataclysmic effect of his or her newly found powers. Accordingly, doubts were attributed to this general physical unsettling; and "conversion" was looked upon as an appropriate concomitant of adolescence. The influence of the new Freudian psychology has been to dispel this fallacy by showing that adolescence is no sudden event even in the sex life; and gradual development in this physical realm calls for some other explanation of the sources of adolescent doubts.

Another fallacy needs to be mentioned to clarify our problem. Parents, preachers and teachers alike are inclined to regard *all* adolescent doubts as intellectual problems and to attempt to meet them by rational argumentation. The author had been teaching for some years before he realized why it was that a student puzzled by the conflict of Genesis II with modern science would leave an interview with a certain expression which seemed to say, "Well, that certainly ought to settle my difficulty, but it doesn't." Later, such an interview might turn, somewhat to the student's puzzlement at first, to a discussion of life in the home. It was frequently found that some difficulty in personal relationships was at the bottom of the trouble, and the "intellectual" problem was mainly an unconscious disguise for this deeper difficulty. And then, surprising as it may sound, a talk with the student on what is involved in loyalty to one's parents in the face of disagreement would meet the problem more satisfactorily than any elaborate discussion of theology, Hebrew and modern.

To return to adolescent doubts. Doubt is a valuable part of growth. It represents a readiness to advance. Someone has said that progress is made by having one foot on the ground and one in the air. Doubt is the foot taken off the old standing ground and looking for a place to land. The great American philosopher John Dewey has shown that we think only when we encounter a collapse of our old habits. Doubt is the collapse of our habitual notions in (*Turn to page* 60)

Give The Young

By Hortense Flexner

Give the young no lovely thing,
Waste not on their hard delight
Treasures from beyond the sea!
Tiles and fans and filigree,
Watered silk and fragrant tea
Vanish in their sight.

Give the young no lovely thing!
They have little time to look,
Being given much to talk,
Leather coats and bits of chalk,
Daisies on a broken stalk,
And a ragged book.

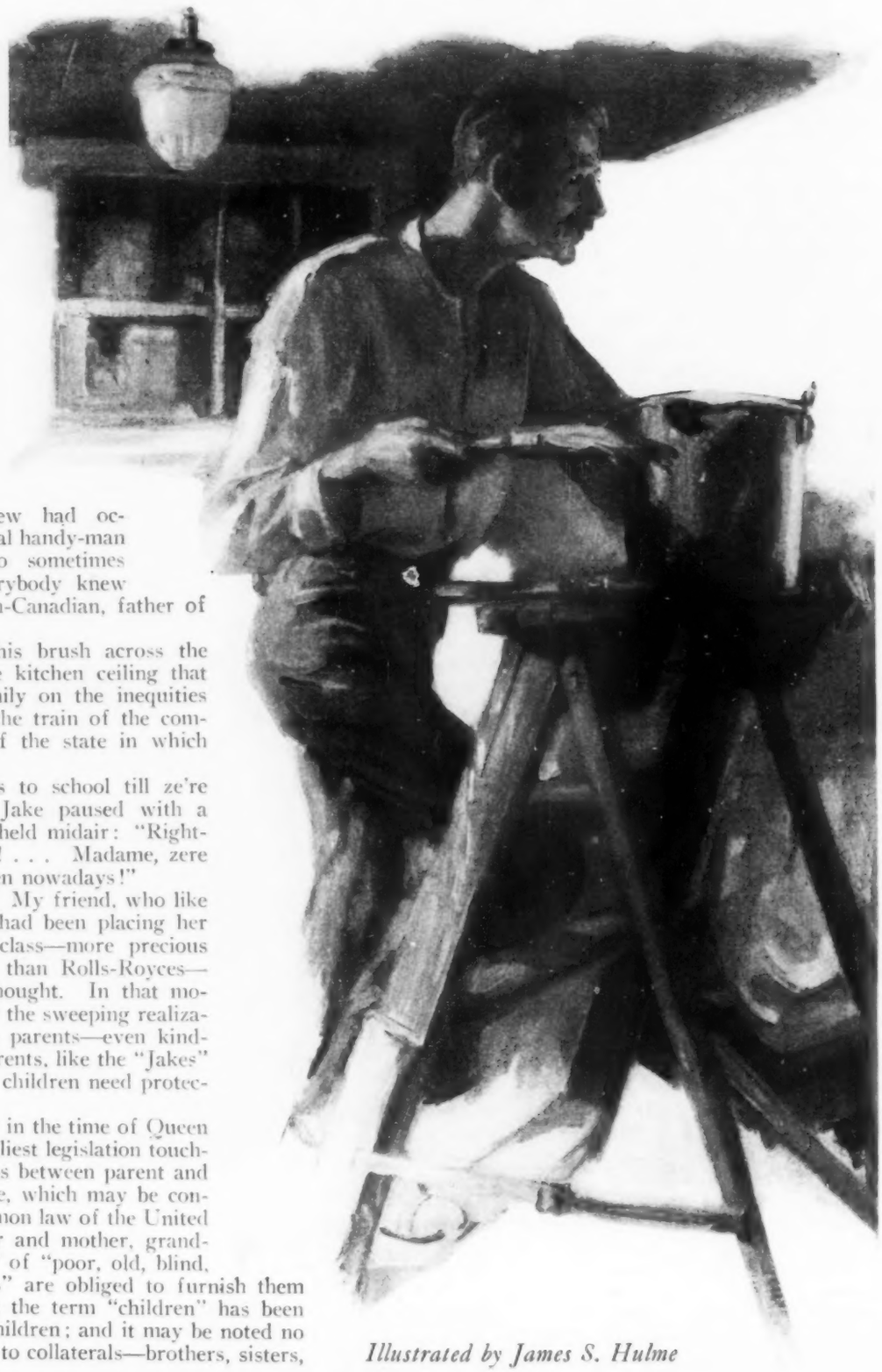
But of these—what they can make!
Let the ancient world despair
At their pleasure fresh and new
In broken hats the rain drips through,
Muddy road and muddy shoe,
Wind and flying hair.

Let the ancient world despair
At the secret gold they mine,
At the hidden towers they build!
Not a stone they can not gild,
Not a crack that is not filled
With dust they teach to shine.

Give the young no lovely thing!
All their treasures are at hand.
Bells may ring or clocks may tick,
Beauty meets them warm and quick,
Such as we have lost the trick
To bring from any land.

What The Law Requires

Many mothers and fathers will be surprised to learn from this article just what constitutes their legal obligations toward their children



A WOMAN I knew had occasion to hire a local handy-man named Jake, who sometimes did whitewashing. Everybody knew Jake, a garrulous French-Canadian, father of much progeny.

While Jake swished his brush across the wide open spaces of the kitchen ceiling that day he held forth gloomily on the inequities to parents following in the train of the compulsory education law of the state in which they lived.

"—Gotta send ze kids to school till ze're seexteen! An' zen—" Jake paused with a dramatic flourish, brush held midair: "Right-away—zey get—married! . . . Madame, zere eez no profit in ze children nowadays!"

A *profit*—in *children!* My friend, who like everyone else she knew had been placing her children in the luxury class—more precious than rubies, more costly than Rolls-Royces—said nothing, she just thought. In that moment there came over her the sweeping realization that there are some parents—even kind-hearted, well-meaning parents, like the "Jakes"—from whom their own children need protection.

Under a statute passed in the time of Queen Elizabeth we find our earliest legislation touching the mutual obligations between parent and child. Under this statute, which may be considered a part of the common law of the United States today, the "father and mother, grandfather and grandmother" of "poor, old, blind, and importunate persons" are obliged to furnish them with "necessaries." But the term "children" has been held not to include stepchildren; and it may be noted no obligation at all attaches to collaterals—brothers, sisters,

Illustrated by James S. Hulme

# of Parents

By
MARY
FISHER
TORRANCE
Attorney at Law

uncles, aunts. And even today, except where expressly changed by statute, a father is not compelled to continue the support of an adult child; even one physically incapable of self-support and with nowhere to go but the poorhouse.

What is more, "necessaries" is a term subject to interpretation. Generally are meant such essentials to existence as food, clothing, shelter. Not education! Even today, when everybody goes to school, education is not rated such a necessity as parents must supply, because, in the words of a recognized legal authority, "education is a duty of imperfect obligation for the reason that it is not capable of practical enforcement."

"Gotta send ze kids to school till ze're seexteen! An' zen—" Jake paused, brush in mid-air, "zen right away zey get married! Madame, zere eez no profit in ze children!"

Why then does Jake send his children to school?

Because he's afraid not to; because when the legislature provided for public schools, open to rich and poor alike, throughout the state, it likewise provided penalties for all parents whose sins of omission or commission were responsible for their children's failure to attend. Obviously enough, if the state did not take a hand there would be no way of compelling a parent to "educate" his child; the parent might not be "educated" himself; have no money to pay for a teacher; and moreover, his ideas of "education" might not accord with our long accepted pattern centering about the "three R's."

In the eyes of the English common law, which remains the backbone of our legal system today, a man's house was his castle, and within its walls the husband and father reigned supreme, a benevolent lord and master of all. Out of father's duty to maintain the home arises his right, naturally enough, to decide where that home shall be; from his obligation to keep his wife, in sickness and in health, follows his right to his wife's services about the home, even though that home be, in fact, run as a boarding house, or any other business enterprise. Similarly, father has a right to require his little boys to chop wood and run errands, or, if he has a surfeit of little boys, he may hire them out to work for a neighbor—father collecting the pay. But if they do not earn their keep father cannot turn them loose on the town for support.

It is clearly against public policy to interfere in a man's management of his "castle"; and our courts will not do so, short of cases of (*Turn to page* 44)

Brown Brothers

Children stand in line daily to buy admission to movies they should never see

WANTED *A Children's Hour* at the *Movies*

Boycott bad movies for your children and organize to obtain good ones. This article outlines a plan

By DON C. SEITZ

Here is an audience that should be given the best. The movies can provide it, but parents must demand it.

Playground and Recreation Association

IT is estimated that in this country five million children a day attend motion picture shows. Yet the commercial motion picture is made for adults and not for children. The plot, the motives underlying the plot, the actors are all concerned with emotions, interests, reactions which are, to say the least, unchildlike. The five million children who attend must take their chances and sit through whatever happens to be on the program —whether it is a drama of night life in a great city, a tale of marital infidelity, a blood-curdling fight, or a combination of similar unwholesome themes.

Every parent with a child who has reached the age of five faces a serious problem and a menace in the local motion picture theater.

"Jane goes. Why can't I?" a youngster asks.

"Tom's mother lets him go to the movies whenever he wants to."

And so on. The thoughtful parent wonders what course to take. The movies are here to stay. It is practically impossible to forbid one's children any participation in the most popular form of amusement known in this country today. Many parents attempt to meet the situation by allowing their children to attend the movies once or twice a week. Yet this is unsatisfactory. Bad impressions of life, an overwrought emotional state, fright, a familiarity with vulgarity may be bred by one movie—if that movie is of an undesirable kind.

For some time THE PARENTS' MAGAZINE has endeavored to be helpful in publishing monthly a review of new motion picture productions, its aim being to sort out those that are either harmful or unintelligible to the young. The results have been disheartening. In the February issue for example, thirty such critiques were published. Upon analysis they show that fifteen were in the class from which children should be excluded. Of the remaining fifteen nine were regarded as doubtful, and but three met with whole-hearted approbation.

That five million children should be provided with but three performances in a month properly adapted to growing minds and morals is a dreadful indictment of the pretenses held out by the Motion Picture Producers and Distributors Association of America, the organization responsible for this unpleasant state of things. It is not in the public interest that this should continue.

Were the patronage of children merely incidental, and treated as such, there would be less cause for complaint, but this is not the case. Few parents realize that boys and girls are assiduously hunted by the motion picture industry and that many forms of lure are used to bring them to the box-office. Inside information as to just what is going on will prove eye-opening to parents. In "The Film Year Book" for 1929, following a declaration by Will H. Hays, President, Motion Picture Producers and Distributors of America, Inc., announcing the attainment of high standards and the (*Turn to page* 66)

A New Way to CHECK MEASLES

Doctors are now succeeding in preventing measles or lessening the strength of an attack. Here are the facts

By FREDERIC W. LATHROP, M.D.

AMONG the acute infectious diseases measles takes a high toll of children's lives each year. It is well known that this disease is a source of very considerable danger to young and delicate youngsters. In fact, from 75 per cent to 90 per cent of the deaths from measles occur among children under five years of age.

For many years investigators have been attempting to discover an efficient method of preventing measles. The results of their work to date suggest that in the relatively near future it may be possible to render all children completely immune to the disease by means of vaccine.

Meanwhile medical science offers a simple preventive measure which can be used effectively upon children who have been exposed to measles. This method consists in giving such a child before the fifth day after his exposure to the disease an intramuscular injection of blood taken from an adult who has had measles. The injection will either prevent the development of measles or will produce a mild form of the disease.

This simple preventive treatment deserves more attention than it has yet received. If all parents were familiarized with it, the very real danger of measles to the youth of every community might readily be mitigated. To give a child protection from the full severity of the disease, with its menace of subsequent complications, all that is needed is the blood of an adult who has had measles. The treatment is thus put within reach of those who live in even the smallest rural communities far from the facilities of large city hospitals. As the great majority of adults have had the disease at some period of their lives, the child's mother herself can in most cases be the donor of the blood. What mother would be unwilling to contribute a small amount of her blood if it would protect her child from the more serious complications of this disease?

Why is this measure so effective? The reason is this: It is well known among physicians that second attacks of true measles, lay testimony to the contrary, are uncommon. What persons mistake for measles are rashes of one kind or another. There are many rashes—German measles, so-called "three-day measles," etc.—which closely resemble the true disease, so that many people think they have had measles more than once, but the true rubeola can be differentiated from the others by its accompaniment of Koplik spots and catarrh. During the course of a case of measles, the blood in its fight against the disease forms certain immune bodies. These bodies presumably remain in the blood for life, conveying a lasting immunity. If, therefore, a child who has been exposed to measles is given early enough an injection of adult blood containing bodies immune to the disease he will receive a protection which he himself did not possess.

This protection may be complete or partial. By means of a large injection of adult blood, from 40 to 50 cubic centimeters, the child may receive a sufficient quantity of the immune bodies to enable him to escape the measles entirely. This complete immunity, however, lasts only a few weeks. At the end of that time the child will again be susceptible to the disease and may contract it at a subsequent exposure.

While a smaller dose gives only partial protection, it has a distinct advantage over the complete but temporary protection afforded by the larger dose. If 20 cubic centimeters of adult blood are injected, the child will probably not escape the disease. But he will develop a modified form of measles with a scanty rash, practically no fever, very little of the characteristic catarrh or conjunctivitis, and, most striking of all, a complete absence of malaise or any constitutional symptoms. There will be no danger of complications and his convalescence will be short and easy. This modified form of measles will give him immunity for the rest of his life.

The injection must be given before the fifth day after exposure. Otherwise it will have no effect. The period of exposure must therefore be estimated carefully. It has been found that when two children have been in constant contact, the first day of the rash in one child is the fourth day of exposure for the other. Thus, as soon as a child comes down with the measles rash, it is high time to give adult blood injections to his playmates who have never had measles. Delay will mean that the treatment has been undertaken too late.

Diagnosis of a case of measles need not necessarily await the appearance of the rash. (*Turn to page* 79)

OUR ADVERTISING STANDARDS

Cost us annually

$50,000.00

¶ THE PARENTS' MAGAZINE accepts only advertisements of reliable products, accurately described.

¶ A complete statement of our advertising standards appears on page 77.

¶ A conservative estimate of the amount of advertising that is either refused or which could be obtained by this magazine, if solicited, is $50,000.00 a year.

¶ Our high standards are as conscientiously enforced in our advertising as in our editorial pages. Consequently readers may have implicit confidence in everything they find in this magazine—advertisements as well as editorial matter.

EVERY CHILD NEEDS

When it should begin, how much it should be and how it should be expended are helpfully discussed

By FRANCES FRISBIE O'DONNELL

ONE day I heard two women discussing the differences their children showed in their attitude toward money. "My ten-year-old Jack is naturally a miser," said one. "He looks upon a big bank account as one of the chief aims of existence—and it is hard to get him to spend his money even for things that are essential." "How I wish Albert were like that," laughed the other mother. "We can't make him look ahead an hour. If he has ten cents it seems to burn the proverbial hole in his pocket until he he has converted it into candy or some useless toy."

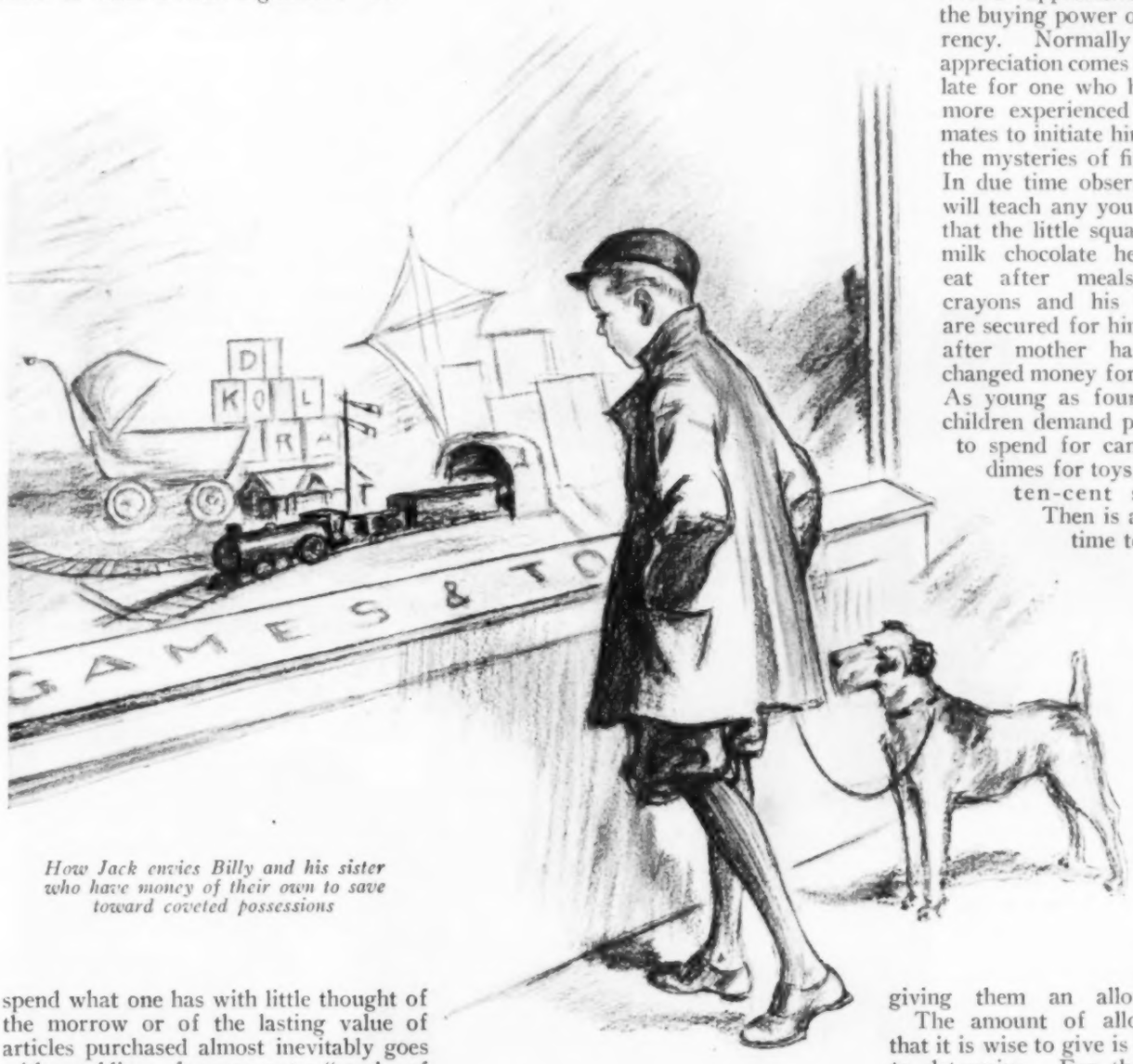
A thoughtful parent does not want his child to grow up like either one of these boys. There is a "safety zone" between miserliness and extravagance. Satisfaction in life will be enjoyed by the person who has been helped to find the middle ground. Differences in training and conditions in their environments made Jack and Albert look upon money in these opposite ways. Jack's mother believes that Jack is avaricious by nature; but a child is not born either a miser or a spendthrift. Perhaps even in Jack's baby days too much was said about the credits in his bank book, held sacred by aunts and uncles as well as by mother and father. Jack has not, through practice, learned the joy of wise expenditure of money. And Albert, probably, has never had an allowance or experience in looking ahead to future needs. He believes there are plenty of coins where the dime he has now came from—why should he consider the wants of another hour when it is so thrilling to purchase what he desires at the moment?

A sense of *values* is what we wish to develop in our children by the use of money. The way any one spends his income indicates what he considers valuable. A

Illustrated by Corinne Boyd Dillon

AN ALLOWANCE

person best develops a sound sense of values by practice in use of currency, the most accurate standard we have by which to measure the worth of the material things of life. This is one reason why every child needs an allowance—to help in building up a sense of real values in the chaos of things about him. If he has no fixed income how may we expect him to judge the comparative worth of things that attract him or to think before he buys? "Trusting to luck" for money tends to make a child a gambler. To spend what one has with little thought of the morrow or of the lasting value of articles purchased almost inevitably goes with gambling—for may not a "stroke of luck" take away all need of forethought and judgment? If we want a child to realize that in most instances income does not come by chance or in uncertain amounts we should see that very early in his life he receives regularly a fixed sum of money to spend in a systematic way. If we want him to know that money once spent is gone, though it may have gone for a useless or a temporarily satisfying thing, he must have an income that has definite limits.



How Jack envies Billy and his sister who have money of their own to save toward coveted possessions

When to start giving a child an allowance is a vital question. Just as soon as he grasps the principle that a penny has buying power he should receive a weekly quota of pennies to use. Especially when there are no older children in the family a little child often looks upon coins as delightful playthings to jingle and roll on the floor—easily lost, to be sure; but then, that doesn't matter, there are so many others in father's pocket. It is unnecessary to force a child's appreciation of the buying power of currency. Normally such appreciation comes rather late for one who has no more experienced playmates to initiate him into the mysteries of finance. In due time observation will teach any youngster that the little squares of milk chocolate he may eat after meals, his crayons and his blocks are secured for him only after mother has exchanged money for them. As young as four most children demand pennies to spend for candy or dimes for toys in the ten-cent store. Then is a good time to start giving them an allowance.

The amount of allowance that it is wise to give is harder to determine. For the little child the amount should be small. If at an age when he may not reasonably be expected to look ahead far or to compute the cost or to judge the value of the more expensive toys he is entrusted with too large a fund, he is only encouraged in buying too many sweets or too many of the shoddy toys that a wise parent does not favor. For a child of four perhaps eighteen cents a week is enough.

From the first the allowance should (*Turn to page 38*)

First Steps in

Begin early if you would train confidence, helpfulness

By CLARE

Ruth Alexander Nichols

A perilous descent but necessary if the baby is to learn to go up and down stairs alone

Ruth Alexander Nichols

The normal young child has an overwhelming urge to learn by investigating

Ruth Alexander Nichols

Tumbling blocks out of a basket is good fun. So is putting them back—if Mother is wise enough to suggest it

HABITS that last a lifetime are formed during the first years of life. The father and mother cannot entirely control the circumstances or incidents by which the child is affected, but they can influence the attitude the baby takes toward his experiences; and the way in which he meets accidents, daily routine, and association with others is a vital matter.

The mother follows the toddler's first unsteady footsteps and it is from her the baby gets the hint as to how he should react. He pulls a book from the shelf; it falls on his toe and he cries. It is a mistake for the parent to say, "Bad book to hurt the baby." Such a statement makes the baby believe the book wilfully hurt him. As a result he develops a fear of books. Instead, the mother should show him that his own action caused the pain, but that if he is careful he can avoid it in the future.

It is unwise to be over-solicitous. It makes the baby timid, lacking in confidence, and he fails to develop the assurance which he will need in later life. Too often parents cry out, "You'll fall!" "You'll hurt yourself!" "You'll cut yourself!" The baby wavers, loses his confidence and his balance, and warning induces the very accident it was intended to prevent. It is much better to say, "Go slowly. Be careful," then give assistance if it is needed.

If the baby is actually in a dangerous situation it may be best to say nothing, or perhaps to say calmly, "Wait a minute." Then pick him up and remove him to a safe place. If he is not in immediate danger he should work to extricate himself. He may have climbed onto a high place. The parent should stand ready to assist him, but it should not be evident to the baby that help is at hand. The parent should insist that the baby get down by himself. A child of two years will appreciate his predicament and beg to be taken down. Rather than lift him from his stand move a

L. F. Kimball

Creeping and reaching develop strong muscles for future use

Ruth Alexander Nichols

The into-everything age may be trying to grown-ups, but it is a necessary part of babyhood

Child Training

your child to habits of courage, self- and good temper

ARDEN

Ruth Alexander Nichols

At this age the baby exercises best when given a few playthings and put upon the floor

Everything is new, everything is interesting to this small person

Ruth Alexander Nichols

Teach the youngster to be a good sport when it comes to bumps. Over-solicitude produces cry-babies

H. Armstrong Roberts

chair near, so that he can climb down by himself. This procedure will take time once or twice, but it will save much worrying. The baby will learn to be cautious and resourceful and can be trusted out of mother's sight.

A common way of making a coward of the child is by never letting him forget a mishap. He accidentally falls down the steps. Afterward, every time he approaches the steps some one says, "Don't go near those steps, you'll fall." The child who is old enough to fall down the steps is old enough to learn how to go down them correctly. Soon after a fall the child should be encouraged to go down the steps again. He should be given whatever assistance is necessary to make the second venture successful.

A crawling baby can learn to go up and down stairs safely before he has learned to walk. For a day or two his mother should take time off from her other duties in order to be on hand when the baby chooses to climb. After that the child may safely be left to manage the stairs by himself. One accident should not be allowed to give him a fear of stairs. Older people sometimes confess to a senseless fear of steps which may have been fostered in them by some one who would not let them forget an accident in early childhood.

Ruth Alexander Nichols

Are shoes good to eat? How can a baby tell unless he tries one?

The toddler learns much about the world he lives in through his sense of touch

H. Armstrong Roberts

The baby must learn to take care of himself. Before he can know how to avoid needless pain and injury he must have some knowledge of the things which cause pain. It is not wise for the parent to shield the baby from everything that is unpleasant. A child who has been too carefully sheltered cannot understand a warning and will not exercise caution. It is ridiculous to hear a parent say over and over to such a child, "It is sharp. It will hurt." The baby stares in round-eyed amazement, for he thinks that the world is (*Turn to page 76*)

Father Goes to School

What happened when a father took time to visit his son's school is told in an article that will interest other fathers

By BURTON P. FOWLER

FATHER has never visited Billy's school. Even though the welfare of his own son is concerned, pressure of business precludes such a use of his time. There are endless conferences to be held, many appointments to be kept, a dash to New York or Chicago, to say nothing of the absolutely essential breathing spells afforded by golf and the Canadian camp. Billy is the apple of his father's eye. But when it comes to mixing in school affairs to find what the teachers, whom he would not recognize if he met them on the street, are doing with that precious son of his, well, regrettable as the situation is, there simply are not enough hours in the day for that.

Billy's father would doubtless say that at all times he maintains a general supervision over his son, sends him off to study after dinner, buys him whatever he needs—or doesn't need — looks over the school reports each month, and, as Billy puts it, "hits the roof" if there are any poor marks. Father demands results from the school just as he demands results from his sales manager or factory superintendent. It may not have occurred to Father, of course, that Billy, being more human than mechanical, does not lend himself as readily to organization as does the sales department or the blast furnace. Nevertheless his tactics in the two situations are similar.

While Father's relationship to Billy's education is judicial rather than executive, he nevertheless has very definite ideas on the subject of education. He is afraid that Billy has too good a time at school. There must be something inherently wrong, a tendency toward weakness, in a school to which children like to go. Father always hated school when he was a boy, as did every red-blooded youngster he knew. In fact, therein lay its virtue. Being required to knuckle down to long, hard tasks, done under fear of dire punishment, was the kind of discipline that made backbone, and was a lifelong asset, according to Father.

The other morning, however, Father, on his way into town, stopped to leave Billy at school and the principal, catching sight of Father, made the most of his opportunity by prevailing upon him to remain for the morning assembly. After a telephone call to his office and a careful examination of his daily reminder, Father hesitatingly decided that a half hour could be spared.

Illustrated by Walter Van Arsdale

"This place seems more like a cross between a sun parlor and a menagerie than like a school," remarked Father

It happened most fortunately that on this particular morning Billy was to preside at the assembly exercises. He was also to have a share with his class in reporting to the school the result of their six weeks of work on a problem in social science. By deliberate intention, Father was seated well down toward the middle of the auditorium where he could not easily escape. The eight-thirty buzzer sounded, and Billy, nine years old, walked to the front of the platform. He waited quietly until the student body was attentive. When he asked for announcements, his voice was steady, his whole manner controlled and free from embarrassment. Father swelled a bit with pride at the poise of the youngster. When other boys rose to announce in a dignified manner a forthcoming Latin conjugation contest, to make a plea for the school's support of the Junior Red Cross, and to urge better attendance at the soccer games, Father began to realize that impromptu speaking was taken as a matter of course in this school. He was frankly astonished when he heard this youngster of his, who was rated as little more than an irresponsible (*Turn to page* 54)

Furnishing the WHOLE-FAMILY HOUSE

By PAULINE DUFF

Interior Decorator and Home Consultant

It's the little things that make a home homelike and that's the only kind that has holding power with children

AFTER the rugs are down, the draperies up and the major pieces of furniture are in place, what seems to me the most interesting part of furnishing a home is still to be done. That is the addition of those decorative objects which contribute to the comfort and "warmth" of a room and which reflect the personality of the homemaker. The furniture and rugs, and even the curtains and draperies, are the necessities of furnishing, are the structure of the room scheme, but it is the addition of accessories which gives character.

Perhaps the chief criticism of the average home is that it has too much furniture in it and not enough of the decorative accessories which give an air of livableness. There seems to be a general impression that in order to give a room the appearance of being completely furnished it must be crowded with furniture. This, rather than increasing the homelike appearance of a room, is suggestive of the furniture shop. Do not be afraid of space. The most charming rooms are those in which there is a sense of spaciousness, yet no feeling of barrenness because comfort has been considered.

In furnishing your living-room choose only the necessary pieces of large furniture and supplement them with lamps, small tables, cushions and smoking accessories deftly placed so that they are ready at hand wherever a guest may be seated. This gives an impression of simple luxury and real comfort. The over-furnished room merely engenders a feeling of oppression and its cluttered appearance arouses an

(*Turn to page* 50)

A pottery lamp with shade of gay, hand-blocked linen, tooled leather bookends and cigarette chest, and interesting prints used decoratively are attractive accessories

GARDENING

Even the youngest can help in making the

D. Warren Boyer

There's good hard work in garden-making which will develop muscle

Ruth Alexander Nichols

Nobody is too young to have a hand in spring planting and to do his share of digging, sowing and handling a watering can

EVERY family should have the satisfaction of a garden, for no home is really complete without a corner devoted to growing things. It is not a matter of space or soil. If there is no land at all, there are porches and window-sills. Our foreign neighbors in the city tenement districts put us to shame with their wooden boxes and tin cans full of flourishing bloom.

If you are a gardening parent, just as if you are a musical or a housewifely one, you are bound to have one or more assiduous and earnest little imitators tagging at your heels, for the impulse to imitate is the earliest means of learning, and the amount that is gleaned by the child's own efforts in his first early years is stupendous in comparison with what he learns in those years of formal instruction in which we presume that we are educating him. If you can hold and direct the energy and enthusiasm aroused, you may be laying the foundations for what may well be a lifelong interest and source of much enjoyment as the years pass.

H. Armstrong Roberts

There are sucking bugs and chewing bugs as every gardener knows, and learning to recognize such pests and mix the proper spray to exterminate each variety is important

Ruth Alexander Nichols

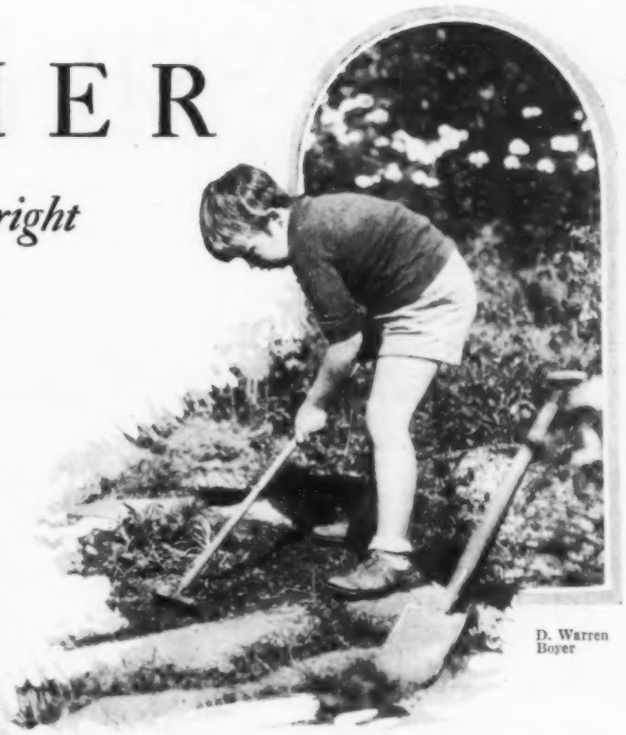
Provide the child with good tools of a size that he can handle easily, teach him the particular uses of each one and the importance of taking excellent care of them

Patience and a sense of humor are necessary ingredients for this task. You need both when, as happened to me last summer, an over-zealous youngster decides, on his own, to dig a straggling and irregular patch in the midst of a grass path, and there set out violet plants culled from the riverbank, planting the spaces between with corn; or when "the baby," unsupervised, decides to weed her garden, and pulls up all her young

TOGETHER

most of the garden if it is planned right

By GLADYS E. S. HOSMER



D. Warren Boyer

petunias, leaving the chickweed! (One baby we know was covered with confusion and mortification when she found what she had done, and secretly remedied it by successfully transplanting into her garden the petunias from her brother's, maintaining a stolid silence when he wondered why his had not come up!) You must have patience with individual "notions" and desires for seemingly inharmonious combinations of color and size, and for lack of co-ordination with the general planting scheme; patience with small footprints where footprints should not be, and with the endless questioning by which the young explorer in an unknown world seeks to get his bearings. ("Mother, is grass ever onions?" young Sam asks, as he samples the border of chives at the edge of the kitchen garden.) Patience and persistence and tact a parent needs with lack of responsibility for watering, and weeding. For let occupation become drudgery and all the charm has evaporated.

H. Armstrong Roberts

A small rake is an excellent choice for light cultivating about the roots of plants. Cultivate regularly, water judiciously, is a slogan that the young gardener should be taught to observe

If father gardens too, the children will learn much from his example and will readily appreciate the economy as well as the fun of raising vegetables for the family table

The beginning gardener is apt to plant seeds too deep. His attention should be called to the explicit directions which all dependable seed houses have printed on the back of their envelopes

Some people have a notion that to have a garden one should have a variety of rare, pretentious and expensive plants. One of the most delightful and really instructive gardens that I know is a little patch beside a doorstep in which the shyer wild flowers and ferns of the locality follow each other in their regular seasonal order of bloom. It is a perennial interest in that family to add some unusual specimen to the collection, lady-slippers, the columbines, Mayflowers, anemones, trilliums. By such means, the hunger for collecting that is common to all children may be satisfied. Presently it is easy to make the children realize how much better it is to protect these flowers by growing them than to pick them. How pathetic is the sight of a handful of limp, short-stemmed flowers fading in a little hot hand! Many of the common wild flowers are suitable and easily available for cultivation, such as bouncing Bet, violets, butter-and-eggs, vetch, and asters. We perhaps smile to see goldenrod cherished in English gardens.

If space offers, a miniature arboretum is a happy reminder of trips afield. A child that I know brought home a seedling maple, and has had much joy in watching its comparatively rapid growth. This year he expects it to be as tall as he!

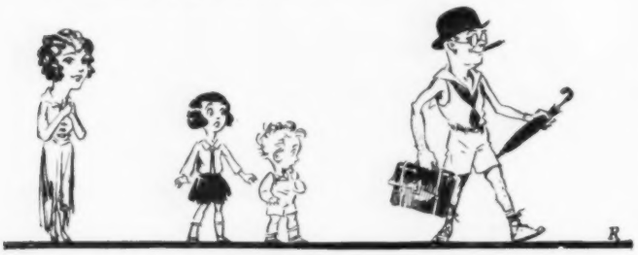
Two methods may be pursued in family gardening. The first is to give the children a chance to share in working out the general scheme of the garden as a whole, and perhaps this is the (*Turn to page* 46)

Ruth Alexander Nichols

Keep Posted!

News of the Better Parenthood Movement, Child Welfare, Education and Other Matters of Interest to Parents

MIGRATORY BIRDS ARE NO LONGER TO BE HOMELESS. "To set aside forever to serve as inviolate sanctuaries," is a phrase Paul G. Redington, of the United States Department of Agriculture, used in describing the land to be acquired for migratory-bird refuges under the migratory-bird conservation act of February 18, 1929, authorizing the expenditure of nearly $8,000,000 in the next ten years.

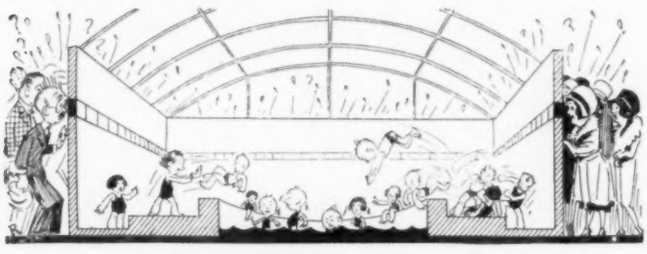


Dress Reform for Father

A NEW slogan for men is "Fewer clothes, lighter clothes, cleaner clothes, brighter clothes." Upon this lyric platform a men's dress reform party has been established in England for the purpose of educating men to wear far less and far different clothing. Shorts, the party believes, would be more conducive to health than trousers or plus fours, since they would expose a greater part of the body to the sun and air. Sandals, it is held, would be the best possible footwear for men. Designs for the new garments have already been made by the party in an attempt to confer upon men the advantages that women have found in light attire. Men have been self-conscious and lacking in courage to be "different," it is said. But the party believes they'll reform.

Catch 'Em Young!

IN California, the State Department of Institutions is attacking juvenile delinquency through clinical study of problem children. Every county of California is going to be covered during the next two years by free mental hygiene clinics which have been established in connection with eight state institutions. Also a traveling child-guidance clinic has been established to serve remote communities.



Splash! Who Said Research?

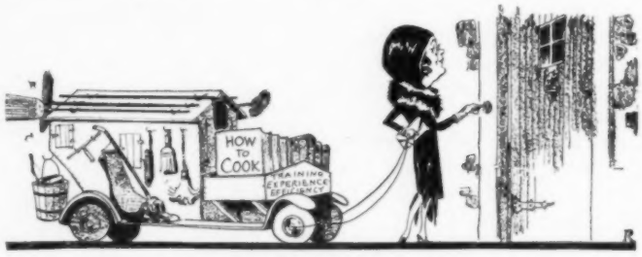
A LARGE nursery, garden and wading pool are included in the plans for the research unit in child development which is to form a part of the Institute of Human Relations now being built at Yale University. The building for this unit is to resemble closely a private residence. It will have examining, research and seminar rooms as well as a mothers' rest room; and the observation room from which parents and the research staff will watch the children is to be entirely concealed from the children themselves. These conditions, it is expected, will keep the children happy and unrestrained and offer excellent opportunity to observe their natural reactions.

Motherhood Insured

THAT working women are potential mothers as well as wage earners and should be assured the rights of motherhood, of medical aid, and of holding their jobs through periods of confinement, is recognized in Spain. Legislation requires that all wage-earning women between the ages of 16 and 50 carry maternity insurance, equal annual rates being paid by worker and employer, a contribution to the insurance fund for each confinement being made by the State.

Borrow a Lantern Slide Lecture

"COME Into the Kitchen" is the title of a series of fifty-five lantern slides loaned as either glass slides or film strip by the Office of Cooperative Extension Work, U. S. Department of Agriculture, Washington, D. C. The pictures are of actual kitchens planned or remodeled and they are accompanied by lecture notes furnished by the U. S. Bureau of Home Economics.



Enter the Visiting Housekeeper

DETROIT has a visiting-housekeeper. This extraordinarily helpful person teaches people how to cook, helps in planning meals, makes out diets for sick members of a family, and assists families in budgeting and managing their incomes. She is a person trained in home economics and is already credited with doing much to improve living conditions.

Mouth Health

THERE has recently been organized an American Mouth Health Association. To inform the public of the importance of mouth hygiene, to establish a central bureau of mouth health education with local branches throughout the country, to promote the teaching of healthful living, with especial reference to the mouth and teeth, and to give support to other health and welfare agencies are some of the association's purposes. Among those who are promoting the work of the organization are: Dr. Hugh S. Cumming, Surgeon General, U. S. Public Health Service; Dr. Charles H. Mayo, Mayo Clinic; Dr. William H. Howell, Director, School of Hygiene and Public Health, Johns Hopkins University; Dr. Henry L. K. Shaw, Professor, Diseases of Children, Albany Medical College; Grace Abbott, Chief, Children's Bureau, U. S. Department of Labor; and Dr. Harvey W. Wiley. Dr. Thomas B. Hartzell is the president of the organization.

WHITER THAN SNOW

What is right and what is wrong? Everyone who reads this story will sympathize with Jinny, who asked herself the question

By
PAULINE STILES

"You can't cheat this railroad, lady," snapped the conductor. "That child's over six"

Illustrated by Corinne Boyd Dillon

IT was a thing called the multiplication table. You said that four times nine equaled something it didn't equal, and Miss Fuller looked grieved and then you had to do it all over again next day. But Miss Fuller said if you got it right *this* time you could go to town with her tomorrow.

To go to town with Miss Fuller! Jinny's eyes, staring at the wobbly column on her paper, grew round and shining. Think of it! And nothing between her and this joy but the multiplication table. If she could only get it right today—and this was her third day on the fours—she'd sit beside Miss Fuller on the Interurban, and perhaps Miss Fuller would let her pay the conductor like Gran'pa did.

"Attention, children," Miss Fuller tapped her desk, "heads up, chins in, eyes on paper, pencils poised—— Four times three equals——"

"Twelve," wrote Jinny. . . . They'd have ice cream at the sweet shop, and maybe she'd buy a little chocolate mouse.

"Four times eleven equals——"

Jinny made two fat fours that looked like two fat armchairs. . . . They had cunning little doll chairs at the five-and-ten-cent store, and teeny weeny bottles of perfume on bright colored strings. . . .

"Four times——" Miss Fuller waited for the scratching pencils to become quiet. She stood in a haze of chalk dust. The sun spilled in at the schoolroom windows and colored the dust and gave Miss Fuller two glares for eyes.

Four times seven—oh, what *was* it? Jinny's heart went cold. Frowning terribly, she put down a scared looking twenty-eight. . . . It was just twenty-eight miles to town, and the Interurban always ran such a funny race with the telegraph poles.

"Jinny, pay attention." Miss Fuller called. "Remember, if you get them right today, you can go. What does four times ten equal?"

That was easy! Jinny wrote it with a flourish. Gran'ma said Miss Fuller was about forty and mighty well preserved, too, and she'd never had a boarder who relished her food so hearty.

"Today, children," said Miss Fuller, putting the tips of her fingers on her desk and leaning on them, "I'll read off the answers, and you shall correct your own work. Those who have made no mistakes will be excused from arithmetic on Monday."

A happy hum went through the room.

"What is four times nine?" asked Miss Fuller in her pretty voice.

Jinny wetted her pencil so despairingly it made a blob on the paper. Four times nine was—was——

"Now then," coughed Miss Fuller and daintily dusted her hands, "we'll correct the papers."

Jinny wildly looked about her. Samuel Watts, Junior, across the aisle, knew the answer. *He'd* be excused on Monday. He waggled his pencil, waiting, very sure of himself. Boys always knew what things equaled. Everybody was sitting back comfortably in his seat save Jinny. Four times—— She pushed her foot hard against the iron daisy which supported her seat. Four times nine equals thirty-two, wrote Jinny, her pencil staggering feebly on the answer.

A rustling of papers. Shuffling of feet. Sighs and little grunts. A smell of chewed pencils and dirty hands.

"Children," said Miss Fuller so solemnly everybody looked up and you could hear the clock tick. "Once there was a naughty little boy, who changed his wrong answers to right ones, when the teacher read them off. The teacher didn't see him do it, but God saw him, and the bad little boy, who did this mean thing was made to suffer terribly because he'd cheated."

Cheat. A funny little word—like silk tearing.

"Miss Fuller, what's cheat?" asked Jinny. And they all giggled at her.

Miss Fuller smiled brightly. "Who can tell Jinny what it means to cheat?"

Samuel Watts, Junior, could tell her. He knew all about cheating, it seemed. And he had a poor opinion of it. In fact, the guy that cheated in a game or in his lessons was—well, pretty near not worth much. Jinny learned that to cheat was awful beyond words. Yet it was a nice sounding little word, neat and crisp and quickly said.

"Is it a sin, Miss Fuller?" Jinny inquired.

"A sin? Yes, indeed. A bad one."

Jinny had learned all about sin at the Rayvival. It was all so terrible, she had had to hide her face in Gran'ma's lap. A man as big as Jack the Bean-Stalk's giant stood up by a table and pounded it and ran his hand through his beard and in a booming voice begged everybody to come forward. Then people got up and confessed their sins and shouted Glorytogod and were washed whiter than snow. And to cheat was a sin. . . .

Miss Fuller rapped her desk, cleared her throat, sneezed and read off the answers.

Jinny was quite cold. She kept licking her pencil. It shook in her fingers, and went tottering down her crooked column of figures. Right. Right. Oh—all quite right so far. . . . She could almost hear the Interurban tooting. . . . Four times seven—yes, she'd got it right. Perhaps they were all right, and she'd go to town really and truly after all.

"And four times nine equals thirty-six," said Miss Fuller as if she were glad to be done with it. "All those who have made mistakes, stay after school and write out the correct answers ten times."

Jinny stared at her one mistake. She swallowed. She seemed to see the back end of the Interurban turning a corner out of sight. A big tear splashed down on the four times nine. That thin little new word, *cheat*, Miss Fuller had just taught her about! How easy to erase four times nine equals thirty-two and make it equal—Such a quick little word. . . .

"Got them all right, Jinny?" Miss Fuller was walking down the aisle, gathering up the papers.

"Yes," panted Jinny.

"Oh, I'm so glad," Miss Fuller smiled and patted Jinny's bowed head. "We'll have a great time tomorrow."

The dismissal bell rang. There were ten people staying after school to write the correct answers on the board ten times. Jinny was not one of them. She was quite free to go, yet she lingered.

"Shall I erase the blackboard for you, Miss Fuller?"

"No, dear. Samuel must do it; he whispered."

Jinny dragged her feet toward the door, "I can clean the ink off this desk——"

"No, Jinny. Mary spilled it."

"What—what can I——" Jinny implored Miss Fuller to punish her.

"Run on home and tell Gran'ma I'll be late for supper."

Along the road under the cottonwood trees, with the sun slipping down the sky, and night, terrible and dark, hiding in the purple of the mountains, Jinny ran, her little pigtails bobbing at her neck, her skirts fluttering about her darned knees. Something was following her, close, close at her heels like a sly little beast—something called Sin. If she ran fast enough, perhaps she could get away from it.

She stepped on an empty walnut shell, and the shell gave out a little crunch that sounded like the word "cheat." Jinny ran very fast. She fell gasping against the fence. Perhaps if she closed the gate quick, she'd shut Sin out. It came right with her through the gate.

Gran'pa's house was large and white, squatting comfortably under the walnut trees. There were long windows with green blinds, and Gran'ma had lit the lamps, which sent light flowing out along the cracks in the veranda floor.

Gran'pa was raking leaves. He had a great pile of them and a little yellow one was caught in his whiskers. Jinny ran up to him. She hugged one of his legs and rubbed her cheek against his scratchy trousers.

"Bless me!" laughed Gran'pa. "I thought you was a squirrel. Here's a walnut, Squirrel."

"No," whispered Squirrel, "I—I don't want it."

"Eh?" said Gran'pa, "didn't the (*Turn to page* 56)

COMING!

New Trends in Camp Life

¶ *An article that will be of help to you in selecting the right camp for your boy or girl.*

Exercises for the Baby

¶ *Carefully prescribed and explained by an expert, they will be of lasting benefit.*

When Children Quarrel

¶ *Even the best of them do sometimes! This article suggests reasons and remedies.*

A Parents' Recreational Club

¶ *These parents have tapped a new source of interest and enjoyment. Other fathers and mothers can do likewise.*

Boys Study HOMEMAKING

Cooking is just one of the many phases of homemaking that these boys have chosen to study

By FANNY KISSEN

If father pays the bills he ought to know where the money goes—this is one reason for the increase in home economics classes for boys

UNTIL very recently a great many people believed that a man who interested himself in the running of his home beyond mowing the lawn and making a few minor repairs was a mollycoddle and wanting in manliness, and he was looked upon as a bit abnormal. Despite the long recognized fact that the best cooks and hotel managers are men, it was considered rather effeminate for a man to display any knowledge of food values or home management or the physical care of children. These items were believed to lie solely within the province of women.

But this point of view is changing. Thinking people realize that good citizenship consists of more than refraining from shooting one's neighbor, and going to the polls on election day. The foundation of the State is the home. The boy who is brought up to understand the function of the home, his personal responsibility as a member of his household, and the best way to attain and maintain a happy and successful home, is sure to become a desirable citizen.

Within the last three or four years a strong conviction has grown up among both educators and laymen that boys need a knowledge of home economics in order to insure a happy life. It is realized that the greater part of the money which a boy will earn when he grows to man's estate will go into his home. He should, therefore, have a proper knowledge of home problems, not only to know how to adjust himself to his present and future family relationships, but also to become an intelligent purchaser of economic goods.

Instruction for boys in home economics, according to a bulletin of the U. S. Bureau of Education, is now being offered in forty-two states. More than seven thousand boys in the country's high schools are now taking work of this kind.

The returns from a questionnaire recently sent by the Bureau of Education to high schools of the United States show that thirty-three of these states have a number of cities in which some schools offer to boys specific courses in home economics, such as foods, landscape gardening, nutrition, household management, home building and furnishing, clothing designing, household budgets, camp cookery, family relationship, art and design, applied economics, and child care. Wherever home economics has been offered to boys it has been received by them with enthusiasm and they have been able to put into practical application what they have learned in class. For instance, a problem that immediately and vitally touches the boy of high school age is the matter of food. He is called upon to choose his lunches in the school cafeteria or in an outside restaurant. He should know which foods are nourishing and which are merely filling, what he needs if he is overweight, and what he should eat for underweight, what diet is suited to the studious type and what the athlete requires. Table service, including etiquette and (*Turn to page* 64)

Motion Pictures

Which Are Suitable and Which Unsuitable for Children and Youths? Which Are Worth the While of Intelligent Adults?

ACQUITTED, with Lloyd Hughes (*Columbia*) — Another crook drama—doctor-hero is imprisoned on false charges by the gang-leader-villain; girl-convict saves him, etc. All talking. (E) *For A:* Mediocre. *For Y:* Hardly. *For C:* No.

BACHELOR GIRL, with William Collier, Jr. (*Columbia*)—Poor story of a salesman-hero helped to success by his sweetheart, but his egotism keeps him unconscious of the fact. Part talking. (E) *For A:* Mediocre. *For Y:* No. *For C:* No.

THE BACHELOR'S CLUB, with Richard Talmadge (*Security*)—Cheap melodrama, terrible in nearly all respects. Part talking. (E) *For A:* Stupid. *For Y:* No. *For C:* No.

COME ACROSS, with Lina Basquette (*Universal*)—Negligible underworld drama of society heroine involved with crooks. Part talking. (E) *For A:* Poor. *For Y:* No. *For C:* No.

COURTIN' WILDCATS, with Hoot Gibson (*Universal*)—Inane but harmless Western of show-life with speed auto-driving to furnish thrills. All talking. (E) *For A:* Stupid. *For Y:* Hardly. *For C:* Perhaps amusing.

DAUGHTERS OF DESIRE, with Irene Rich (*Excellent*)—Giddy young girls getting themselves into sexy situations and out again. Pretends to point moral for wayward youth. Part talking. (E) *For A:* Trashy. *For Y:* No. *For C:* No.

GENERAL CRACK, with John Barrymore (*Warner*)—Elaborate romantic costume melodrama in technicolor, with Barrymore as the swashbuckling hero, lover of war and women, commander-in-chief of Austrian armies and controlling the Emperor with a high hand. Barrymore's voice a great asset, but picture is better scenically than dramatically. All talking. (E) *For A:* Very good of its kind. *For Y:* Doubtful. *For C:* Doubtful.

GLORIFYING THE AMERICAN GIRL, with Mary Eaton (*Paramount*)—Cheap story of backstage life hopelessly clogged with extraneous matter—complete vaudeville acts lugged in—color inserts—on the whole rather unintelligent and boring. All talking. (E) *For A:* Mediocre. *For Y:* Mediocre. *For C:* No.

HELL'S HEROES, with Charles Bickford (*Universal*)—The story of three infamous outlaws whose humanitarian instincts are aroused by the helplessness of an infant. The drab and depressing tragedy is unique because unsentimentally presented but it is not a healthy form of entertainment for young people. Well done technically. All talking. (U) *For A:* Perhaps. *For Y:* Not recommended. *For C:* No.

From "Hunting Tigers in India," an excellent educational film for the whole family

HIS FIRST COMMAND, with William Boyd (*Pathe*)—Thoroughly wholesome and human romance of a recruit in the cavalry, most engagingly played by William Boyd. Excellent cavalry riding. A violent fist-fight merely reported, not shown, is a startling bit of originality in this unpretentious, but rather clever little film. All talking. (E) *For A:* Amusing. *For Y:* Very good. *For C:* Very good.

HIT THE DECK, with Jack Oakie (*RKO*)—An adaptation of the popular musical comedy which loses somewhat through the different medium. Wholesome and mildly pleasant entertainment. All talking. (U) (E) *For A:* Fairly good. *For Y:* Amusing. *For C:* Harmless.

HURRICANE, with Hobart Bosworth (*Columbia*)—Violent melodrama of sea life. The tough sea-captain heroically defeats a mutiny and just escapes marrying his own daughter to one of the most repulsive of his crew. All talking. (E) *For A:* Hardly. *For Y:* Hardly. *For C:* No.

THE LAUGHING LADY, with Ruth Chatterton (*Paramount*)—Entertaining picture with fairly convincing story made interesting by the excellent acting and voices of Ruth Chatterton and Clive Brook. The entirely innocent heroine becomes seriously involved in scandal through an accidental encounter with a drunken life guard. Genuinely human, with character interest paramount. All talking. (E) *For A:* Interesting. *For Y:* Interesting and probably wholesome. *For C:* Of little interest.

LITTLE JOHNNY JONES, with Eddie Buzzell (*First National*)—Lively, wholesome comedy, which begins and ends with thrilling horse-race, and tells convincingly the trials and tribulations of a loyal little jockey in his struggle for success and the girl he really loves. All talking. (E) *For A:* Fair. *For Y:* Good. *For C:* Good.

LOVE COMES ALONG, with Bebe Daniels (*RKO*)—Mediocre story of how a cheap heroine was saved by an uninteresting American sailor from the evil attempts of a licentious Spanish governor of some hazy town in the Indies. Excellent example of bad taste in picture-making—with hardly a single redeeming feature. All talking. (E) *For A:* Good example of bad taste. *For Y:* Unwholesome. *For C:* Not recommended.

LUCKY IN LOVE, with Morton Downey (*Pathe*) — Sentimental story of Ireland and America, of very uneven interest, coincidence greatly overworked, with tenor ballads helping the Irish hero win his Mary. All talking. (E) *For A:* Ordinary. *For Y:* Harmless and amusing probably. *For C:* Harmless and amusing.

MEN WITHOUT WOMEN, with Kenneth MacKenna (*Fox*)—An adventurous drama telling of the thrills of rescue in a submarine disaster. It is intensely interesting, thrilling and instructive and with the exception of one scene, excellent for older boys and girls. All Talking. (U) *For A:* Rather good. *For Y:* Taken as a whole probably good. *For C:* Mature and exciting.

MEXICALI ROSE, with Sam Hardy (*Columbia*)—Unwholesome situations and characters, but fairly free of offensive gestures and actions. Only merit is the splendid human acting of Sam Hardy as the rich American proprietor of the Mexican gambling house. His devotion to his fine kid brother defeats the wiles of the cheap and worthless siren in the case. All talking. (E) *For A:* Fair. *For Y:* Doubtful. *For C:* No.

NAVY BLUES, with William Haines (*M-G-M*)—Feeble story of the philanderings of William Haines as a sailor. His usual smart-aleck, wise-cracking stuff in talking form is more tiresome than ever. All talking. (E) *For A:* Mediocre. *For Y:* Unwholesome. *For C:* No.

THE NIGHT HOSTESS, with Blanche Sweet and Tom Moore (*M-G-M*)—A sordid story of the underworld in which a policeman's wife leaves him to become a hostess in a disreputable night club, and becomes involved in a murder. All talking. (U) *For A:* Useless. *For Y:* No. *For C:* No.

POINTED HEELS, with William Powell (*Paramount*)—The great theatrical manager, famous for his philanderings, learns real love at last and sacrifices himself for the chorus girl he really wanted to marry. Sophisticated but not offensive. All talking. (E) *For A:* Fair. *For Y:* Better not. *For C:* Unsuitable.

SEVEN KEYS TO BALDPATE, with Richard Dix (*RKO*)—An exciting mystery story, adapted from the stage favorite, in which thrilling action centers in a deserted hotel to which an author has retired to write a book. All talking. (U) (E) *For A:* Amusing. *For Y:* Good fun. *For C:* Exciting.

(*Turn to page 52*)

The Best Recent Films for Young Folks

Chasing Through Europe	Jazz Heaven
Cheyenne	The Long, Long Trail
Dance Hall	Marianne
Disraeli	Nix on Dames
The Exalted Flapper	The Return of Sherlock Holmes
Fast Company	The River of Romance
The Feminine Touch	Romance of the Rio Grande
Flight	Sailor's Holiday
The Flying Marine	Salute
The Forward Pass	Seven Faces
The Girl in the Show	So This Is College
Give and Take	Speedway
The Glorious Trail	Sweetie
The Golden Bridle	Taming of the Shrew
The Great Gabbo	Three Live Ghosts
Half Way to Heaven	The Viking
Hunting Tigers in India	Welcome Danger
In Old California	Why Bring That Up?
Isle of Lost Ships	Words and Music
It's a Great Life	Young Nowheres

What the Abbreviations Mean

E—The judgment of the National Film Estimate Service, an organization unaffiliated with the motion picture industry, having a corps of well-qualified volunteer reviewers throughout the country.

U—The judgment of the Motion Picture Committee of the Women's University Club, Los Angeles.

For A—For intelligent adults.

For Y—For youths, 15 to 20 years of age.

For C—For children, under 15 years.

Healthy and merry in their story book world — the children of

MR. *and* MRS. P. A. B. WIDENER II

Protected by a modern care all mothers can give

Little P. A. B. Widener, III, and his sister Ella are the children of Mr. and Mrs. P. A. B. Widener of Elkins Park, Pennsylvania, of Newport and Santa Barbara—famous for their interest in sport and the breeding of race horses

A FIVE year old boy—with brown hair and melting brown eyes—dressed in a rose linen tunic blouse, and diminutive rose "pants." That's Peter A. B. Widener, III.

A baby, as exquisite and lovely as a French doll, living in a delectable peach and blue nursery. That's little sister Ella.

Charmed lives they lead—this little pair. Their parents' estate is a dream place. Palatial Italian house . . . far stretching lawns with clipped hedges and lovely vistas . . . jetting series of fountains . . . greenhouses . . . polo fields . . . kennels . . . race track.

With the children, health laws are scrupulously observed. A special point was emphasized early in their lives by famed child specialists. That was the habit of eating a *hot, cooked* cereal. And the cereal specified by the Wideners' physician and approved by the children's trained nurses was that universal favorite—Cream of Wheat.

"We follow the pediatrician's advice in giving both children Cream of Wheat," says Mrs. Widener. "Ella eats it twice a day, and Peter always has his hot cereal breakfast. Cream of Wheat has certainly played its part in the children's good health."

Thousands of other mothers believe this. Their judgment is reinforced by 221 members of leading medical societies in four great cities—Chicago, New York, San Francisco and Toronto. Recently *all* these noted specialists went on record as approving Cream of Wheat.

They value its rich energy content—its quick digestibility. Cream of Wheat is more easily digested than any other cereal in common use.

To give your children the best possible start for their day, give them a good hot bowl of Cream of Wheat.

The Cream of Wheat Corporation, Minneapolis, Minnesota. In Canada, made by Cream of Wheat Corporation, Winnipeg. English address, Fassett & Johnson, Ltd., 86 Clerkenwell Road, London, E. C. 1.

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FREE—this plan that makes children enthusiastic about their *hot, cooked* cereal at breakfast. The H. C. B. Club, with badges, pictures, gold stars, etc. A children's Hot Cereal Breakfast Club, with 796,000 participants. All material sent free, direct to your children, with sample box of Cream of Wheat. Just mail coupon to:

THE CREAM OF WHEAT CORPORATION DEPT. PM-3
MINNEAPOLIS MINNESOTA

Child's name.....

Street.....

City..... *State*.....

To get sample of Cream of Wheat, check here.....

CREAM OF WHEAT

All advertisements are certified as conforming to standards on page 77.

Smart and Sensible

Styles *for* Young Folks

By CRETE HUTCHINSON,

Fashion Editor, The McCall Company

TO be well dressed gives one a sense of self respect and, while it is certainly not desirable to overdress a youngster or to make him vain, the clothing of both boys and girls should be neat and in good style, so that there will be no feeling of self-consciousness and no unfortunate comparison on the part of playmates. It is a simple matter in these days of attractive and inexpensive materials to dress each child with individuality and charm. Fabrics are easy to cut and sew and patterns clear and well styled. If a mother trains herself to good taste in the actual assembling of garments, she is sure to reap the reward of seeing her family make a good appearance.

Colors are important to children. Usually they like bright, clear tones rather than dull colors and many of the brighter reds, blues or violet shades do not show soil any more than do navy blue or dark brown. The woman who is unaccustomed to sewing will do well to begin by using cotton fabrics, as the expense involved is less and because cotton materials are easier to cut and to handle. Many of the new prints are (*Turn to page* 49)

5731 **6019**

6013 **5492** **6071** **3647 and 5978** **6011**

6013—Girls' Dress in five sizes, 6 to 14 years. Size 12 requires 2¾ yards of 35-inch material and ⅜ yard of 35-inch for trimming. Two-piece skirt finished with a graduated flared flounce.

5492—Child's French Rompers in four sizes from 1 to 4 years. Size 2 requires 1⅛ yards of 36-inch material and one piece of commercial bias binding.

6071—Child's Dress Ensemble. In 5 sizes from 2 to 10 years. Size 8 requires 2⅜ yards of 40-inch material when only one fabric is used and ½ yard of contrasting for trimming.

3647—Boys' Blazer Jacket in seven sizes from 4 to 16 years. Size 6 requires 2 yards of 27-inch flannel.

5978—Boys' Suit in four sizes, 2 to 6 years. Size 6 requires 1⅞ yards of 35-inch material.

6011—Child's Dress with French Panties in four sizes, 2 to 8 years. Size 4 requires 2¼ yards of 35-inch material and for trimming ⅜ yard of 35-inch plain material.

5731—Girls' Cape Ensemble with contrasting blouse. In six sizes from 4 to 14 years. Size 14 requires 3 yards of 39-inch material for the cape and skirt and 1½ yards of 39-inch material for the waist.

6019—Misses' and Juniors' Dress in five sizes from 12 to 20 years. Size 16 requires 4⅝ yards of 39-inch material.

Back views appear on page 49.

McCall Printed Patterns may be obtained from leading stores throughout the country and from THE PARENTS' MAGAZINE, 255 *Fourth Avenue, New York, N. Y., at prices given on page* 79.

"AT FIRST WE COULD HARDLY BELIEVE IT!... *the day-after-day magic of its golden sunshine"*

If you cannot say an honest "No" to each of these questions you may need the Eveready Sunshine Lamp:

1. *Do you have that draggy feeling when your alarm goes off in the morning?*
2. *Are orange juice and coffee all the breakfast you want?*
3. *Do you get nervous, irritable, grouchy, as the day wears on?*
4. *Are you and your children subject to frequent winter colds?*
5. *Do you have poor circulation?*
6. *Do you spend most of your day indoors?*
7. *Do you lack color in your lips and cheeks?*
8. *Are you depriving your children of pure sunshine necessary for healthy bodies?*

"WE HAD heard of the marvelous Sunshine Lamp. How it was just like bringing the clear, golden sunshine of Palm Beach or Hollywood into our home. How it would protect little growing bodies from catching cold—and make them fairly sprout with merry, active healthfulness.

"But we couldn't *believe* it! Winter after winter, first one of the children, then the other, caught cold—lost vitality, lowered his resistance—to say nothing of dosing the system with this and that.

"We had tried so many things! In fact, had come to expect so much sickness each winter—from confinement indoors, at school, and afterwards, trying to play in the house.

"Friends suggested we go to Palm Beach, or out to Hollywood, where the sunshine is clear and healthful—but this was financially impossible.

"Then one evening George came home in a taxi—brought a large package up the walk—into the house—grinned mysteriously and quickly set up the Eveready Sunshine Lamp in our extra bedroom.

"We laid out a daily treatment program for the children—waited and watched—

"First, Mary began to show the change—then Jackie!

"They hopped out of bed when first called in the morning—hungry and anxious to do things!

"Their faces had a ruddy glow and their eyes just sparkled with life.

"A blizzard came—snow—then slush and raw winds! The children went out to play—and I trembled—*but* they didn't 'catch cold.'

"'*I told you so!*' bragged George. 'Marvelous thing—that Eveready Sunshine Lamp!'

"I know it because I have been using it consistently every morning after the children left for school—*and I am beginning to have more zest, less of that dragged-out feeling!*

But we had to be consistent . . . not spasmodic

"Like everything else, the Eveready Sunshine Lamp should be used regularly—for a definite period of time. Really, after the first week, results will begin to be very apparent. In fact, you feel better the first time you use it. We wouldn't part with our Eveready Sunshine Lamp!

"But give it a fair test—don't be spasmodic!"

The Eveready Sunshine Lamp gives you pure, healthful sunshine. Even *natural sunshine* is not as pure and effective in a smoke-crowned, congested community, *even in summer.*

Hospitals, for years, have been using carbon-arc lamps to supply a stimulating absorption of Vitamin D, the bone builder, which in turn promotes calcium metabolism, builds up resistance to disease.

A dealer near you has Eveready Sunshine Lamps

See an Eveready Sunshine Lamp dealer today.

The table model is only $59.50 complete. A small down-payment places it in your home.

The Eveready Sunshine Lamp is made, and built, by National Carbon Company, Inc.—famous, through 54 years, for the quality of its electrical and carbon products.

Should you desire to use this lamp for the treatment of any specific disorder, do not attempt self-diagnosis, but consult your physician.

NATIONAL CARBON CO., INC.
Carbon Sales Division: Cleveland, Ohio

Unit of Union Carbide UCC *and Carbon Corporation*

EVEREADY
TRADE MARK REG.
Sunshine Lamp

CLIP THIS COUPON AND MAIL IT TODAY

FREE—*a valuable new book on sunshine and health* PM-3-30

NATIONAL CARBON COMPANY, INC., Cleveland, Ohio

Gentlemen: I want to keep well in winter. Send me your wonderful *free* book at once, with no obligation on my part.

Name _____

Address _____

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Everyday Problems

And How Parents Meet Them

MANY PARENTS are troubled by the fact that their children do not outgrow a tendency to tell fanciful tales instead of the truth. Ethel, who figures in the January problem reprinted at the right, was a case in point. The letter selected as offering the most helpful suggestions for dealing with this situation is published below. Honorable mention is made of letters received from Mrs. L. E. Colman, Los Angeles, California and Mrs. James Sherlock, Detroit, Michigan.

There also appear on this page other problems which readers have met in training their children and their description of the methods they have used in dealing with them. We invite all our readers to tell us of problems in child training which they have encountered and which they feel they have handled successfully. Write briefly, stating the problem and your treatment of it. One dollar will be paid on publication for each contribution. Manuscripts for this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Ave., New York, N. Y.

The January Problem

ETHEL, aged eight, has always been interested in telling fanciful tales. Her parents have recently become disturbed because they feel that she does not distinguish between truth and falsehood. She will sometimes tell tales of great adventure, picturing herself as the heroine of the tales. She does not present them as products of her imagination, but seems almost to believe them herself. She has never been punished for telling fanciful stories, but her parents think now that something must be done to correct this tendency which she is apparently not outgrowing.

Prize-Winning Answer

ETHEL prefers a dream world where she sees herself heroic, spectacular, ever the center of grand fancies. We must learn why she does this; wherein her everyday contacts with reality do not satisfy her.

All people, children and grown-ups too, have a huge wish to be as recognized, as important, as magic perhaps as she is in her fancies. We fulfil this wish in a thousand and one ways, some of social value, some all too petty. A successfully made cake, a happy bridge party, a productive garden, a golf score the better by one less shot at that exasperating third hole, are all means of satisfying this craving to be a little more important.

The growing child finds such satisfaction and adjustment to his environment as he learns new skills and finds more and more that he can do things for himself. He dresses himself, rides a bicycle, makes friends, is not too dependent. He is finding himself. He stands alone and sturdily at times. He can write or add, hammer or build.

Perhaps this eight-year-old girl has not learned quite enough everyday independence. Perhaps she is a little too keen mentally for the narrow tasks and experiences around her.

May I suggest such practical steps as these? Let her be given every legitimate opportunity for self determination, for self expression. Let her have real responsibilities, be allowed to cook, to send telephone messages to her mother's friends and in other ways assume responsibility. She should be taught some handicraft, weaving, sewing or carpentry, so she may from time to time have the joy of saying truly "I made that"—something she fashioned first in fancy and then converted into reality. I should say by all means let her go into dramatics if there is opportunity at school. Thus she will find an outlet for her love of other worlds and other lives. Eurythmics would be splendid, piano lessons perhaps, or drawing. The fugitive imagination which makes her run away from truth should be studied and turned to good through different channels.—*Mrs. R. W. Daniels, Aberdeen Proving Ground, Maryland.*

JANET WAS AN ONLY CHILD FOR FOUR YEARS. THEN FOR TWO MONTHS AFTER HER BABY SISTER ARRIVED JANET WAS SULLEN AND SAID SHE HATED THE BABY.

HOW IT WAS HANDLED: We tried every way to change her attitude but without the least effect. I undertook a little research—both reading and thinking—into the nature of jealousy and decided that if Janet could only be brought into a participating attitude toward the baby, her envy of the little one's attractiveness would vanish in pride and pleasure. Some relatives were coming to spend the day and I requested them in advance not to ask to see the baby or speak about her at all. Peggy was left in her crib upstairs while we talked of other things. Janet grew more and more perplexed, and finally became indignant. She demanded, "Don't you folks want to see our baby—our Peggy?"

Peggy was brought downstairs, but the enthusiasm her presence usually evoked was strangely lacking. I could see Janet was bewildered by her changed emotions, just as a grown person would be. Finally, she almost sobbed as she pointed out the baby's attractions: her smile, the dimple in her elbow, her new dress. Now I had my opening, and I immediately started to build up the new attitude of pride and affection. I let Janet help me bathe the baby (not just look on as I did it), wheel the baby carriage, choose baby's clothes. That was four years ago; and I can truthfully say that while the two sisters have had their disagreements, there has been no jealousy on Janet's part. Indeed, her protective, big-sisterly affection for little Peggy is a source of much happiness to us all.—*Mrs. M. C. I., Wash.*

I WANTED MY TEEN-AGE DAUGHTERS TO INVITE THEIR BOY AND GIRL FRIENDS TO OUR HOUSE IN THE EVENING BUT THEY SAID THEY DIDN'T KNOW HOW TO ENTERTAIN THEM.

HOW IT WAS HANDLED: I suggested a Cooking Club and the idea "took." The girls developed an interest in foreign cooking and decided to invite the boys to a Mexican dinner of hot tamales and chili. Next came rice and chow mein to be eaten with chopsticks, Japanese and Italian

(*Turn to page* 65)

What Would You Do?

$10 for the Best Answer to the following problem:

DURING the past three years six-year-old Jane and her mother have had continuous sharp conflicts of wills, and the mother has always remonstrated in an aggrieved way and has frequently punished the child severely. The little girl has seemed possessed to shock her mother in spite of punishments. She is now somewhat interested in her baby brother, six months old, but she often handles him roughly, and cannot be left alone with him without causing her mother to be uneasy. One day recently, coming in from play and discovering the baby alone in the room, Jane shook him strenuously and then ran out of doors.

The best 300-word solution to this problem submitted by February 15, 1930, will receive a prize of $10 and will be published on this page in an early issue. If two or more answers are of equal merit, duplicate prizes will be awarded. Address: Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

Want to Get Ahead?

The great English writer, Arnold Bennett, said, "I suppose that for the majority of men the suspension of income for a single month would mean either bankruptcy, the usurer, or acute inconvenience".

A MAN has small chance to get somewhere and be somebody if he is entirely dependent upon his next pay-check. He is likely to be as helpless as a child if his income stops.

Many a man finds himself in a rebellious frame of mind and sorry for himself because he is "broke". He feels bottled-up, half stifled, almost handcuffed and shackled. Unhappy in his work, he does it half-heartedly, badly.

He wants to quit his job but he doesn't dare. His boss would like to discharge him but waits because he is sorry for him and his family.

If a man has not learned how to live within his income, it makes little difference whether he earns $1,000 or $10,000—he will always be in trouble. But budgeting his weekly or monthly salary to cover expenses for the necessities and comforts of life will show him how to live within his income whatever it may be.

Do you know how the experts arrange a budget for salaries from $1,000 to $10,000? Do you know what per cent of the income should be spent for each of the general expense items—food, shelter, clothing, household operating expense, insurance, education, entertainment and *investment?*

When *speculation* is substituted for *investment* the last hope for safety usually vanishes.

Budgets have solved money problems in many homes. A typical illustration is furnished by a woman who provided a good home for husband, high school daughter and 12-year-old son on $200 a month. She reported that when they attempted to live without a budget they were always in debt and worst of all in mental and physical distress. Since their conversion to "the budget way" they have found they are able to live better and save 10%.

Have you ever experienced the peace of mind and satisfaction that result from an intelligent budgeting of your income? With necessities provided for and a little money left over you have a far better chance to get ahead.

Send for booklet entitled, "Let Budget Help", which was written with a full understanding of the problems of those with limited incomes. Use coupon above.

Metropolitan Life Insurance Co., Dept. 330-Y
One Madison Avenue, New York

Please mail, without charge, booklet "Let Budget Help" which shows how to make incomes cover necessary expenditures—with something left over—and gives full details relating to budgeting incomes ranging from $100 to $800 a month.

Name.....

Street.....

City..... State.....

© 1930 Metropolitan Life Insurance Co.

METROPOLITAN LIFE INSURANCE COMPANY

FREDERICK H. ECKER, PRESIDENT — ONE MADISON AVE., NEW YORK, N. Y.

Feeding *the* Family

By Ruth Washburn Jordan
Food Editor, The Parents' Magazine

Serve More Sea Food

HOW frequently are sea foods served in your household? This is a question every menu maker needs to consider. Creamed salt water fish are found in the meals of nursery school children every week at most of the colleges and universities. Everywhere nutrition experts are stressing the importance of feeding the family these foods which are rich in iodine.

Most of the earth's iodine is in the oceans. There is a little of it in the drinking water and in the plants grown in the soil near the seashore. In the inland communities it is scarce. This explains why disturbances of the thyroid gland, of which goiter is the most widely known, are prevalent in inland districts. Medical authorities are agreed that these troubles usually are caused by a lack of iodine in the meals.

Comparatively few Americans enjoy the thrills of deep sea fishing, but everyone is privileged to partake of the fruits of these adventures. Sea foods are delivered to your door in excellent condition even though you live hundreds of miles from an ocean. There is almost no end to the variety of fine canned fish. Salmon, cod, a mixture of cod and haddock in flakes and oysters are only a few of the fish that come in tins. Added to a cream sauce they are appetizing food for all members of the family. Salmon soufflé, by the way, is a popular dish with the nursery-school boys and girls at the Kansas State Agricultural College. Is salmon served frequently in your home?

Frozen fish now are transported from the seashore to homes in all sections of the land. They are being received with great enthusiasm, for the flavor is delicious. Then there are the smoked and salted fish, which have been favored for many years.

Sea moss is not to be slighted. In the nursery school at the University of Iowa, puddings fashioned from it are enjoyed by the little pupils. The farina made from the moss may be purchased in boxes. It makes a delicious dessert when combined with milk. One of the advantages is that it is just as wholesome for adults as it is for little boys and girls and it can easily be dressed up a bit. For example, father may not care for it plain, but if it is served on cake no doubt he will ask for more.

Sea fish are rich in iron as well as in iodine. Investigations made at the University of Wisconsin show that salt water fish contain more iron than do fresh water fish. In another analysis oysters were found to be rich in copper, the mineral substance that helps iron to enhance the blood stream. And, incidentally, most sea foods combine well with milk. They are palatable in soufflés and in scalloped and creamed dishes. This makes them of especial value to mothers who have difficulty in getting their children to enjoy their full quota of milk daily.—*Nell B. Nichols.*

Prize Recipe

Tuna Fish Pie

To four tablespoons butter add one slice of onion finely chopped. Stir and cook two minutes. Add four tablespoons flour, ¾ teaspoon salt, ⅛ teaspoon pepper, and when smooth 1¾ cups boiling water and two crushed bouillon cubes. Stir until sauce boils. Add ½ cup milk, one twelve-ounce can tuna fish, one cup celery cut fine, and three hard-boiled eggs, sliced. Place mixture in baking dish, cover with tiny baking powder biscuits and bake in hot oven until biscuits are brown.

For the children I bake potatoes to eat with this and we grown-ups have the biscuit.—*Mrs. John C. Emerson, Auburn, Maine.*

Recommended Recipes

Delicious for Adults, Nutritious for Children

Tomato Cocktail

Bring 1 quart can of tomatoes to a boil. Rub through a colander and chill. Season with salt and sugar for the children. For grown-ups, a little Worcestershire and horseradish may be added. Serve very cold in cocktail glasses at the beginning of the meal.

Kedgeree

Flake 1 pound of any left-over fish. Into a saucepan put 2 tablespoons of butter. Add 3 onions sliced. Cook slowly without browning for ½ hour. Wash 1 cup of rice and boil 20 minutes in salted water; then drain. Put fish on top of onions and add 1 pint of strained tomato, cover and bring slowly to a boil, add rice and cook gently until thoroughly heated. Sprinkle with salt and dot with butter. Serve hot.

This is an old West Indian dish and is often made with salt cod. When that is used, it must be washed and soaked over night in cold water. Before adding it to the onions, scald it and drain.

Recipe-of-the-Month Club

Send us your favorite recipes—*those that are especially good for children.* Each month we will pay $5 for the best recipe, and $1 apiece for every other recipe accepted for use on this page. Address The Recipe-of-the-Month Club, The Parents' Magazine, 255 Fourth Avenue, New York City.

Rye Bread Appetizer

Cut rye bread in fingerlike slices. Spread with a mixture of 2/3 peanut butter and 1/3 butter, a little salt and paprika. Have diced bacon fried until crisp. Drain and sprinkle the bits of bacon on the peanut butter. Serve at once. Another way is to put a slice of bacon on top of the peanut butter and put under broiler until bacon is crisp.

Shepherd's Pie

Take left-over meat and cut fine. Season well. A little gravy may be added if you have it. Put in baking dish and cover top with fluffy well-seasoned mashed potato. Dot with butter and bake until delicately browned.

(*Turn to page* 42)

THEN SHE REALIZED . . . "a dash of *Sugar* will give me that flavor . . ." *and it did!*

She was trying to make a French dressing such as her neighbor made. But all her experiments with familiar seasonings failed to give her the right flavor until she thought of sugar. And a dash of sugar was just what was missing!

If you ever try to copy something you have eaten somewhere, and it doesn't taste the way you know it should, give a thought to sugar.

A dash of sugar will work wonders in the making of salad dressings or piquant sauces. In broiling or roasting meats, in vegetable cookery, nothing will take the place of a little sugar in securing or developing a pleasing flavor. Many of the popular French dishes include sugar, added during the cooking process.

A quick test for finding the flavor value of sugar is to mix a pinch of it with a pinch of salt. Taste it—there's no better flavor. Use such a combination of sugar and salt in cooking vegetables. It will ideally heighten the flavor of peas, corn, spinach, carrots and tomatoes. Baste lamb chops as they broil with this mixture—¾ teaspoonful salt, 1 teaspoonful vinegar, 1 teaspoonful sugar and 5 tablespoonfuls salad oil. The result is a delicious surprise!

Where is the child who will turn up his nose at vegetables and cereals flavored with a dash of sugar? As a matter of fact, doctors and dieticians recommend the use of sugar in flavoring such foods because it makes them more palatable. The Sugar Institute, 129 Front St., New York, N. Y.

"Most foods are more delicious and nourishing with Sugar"

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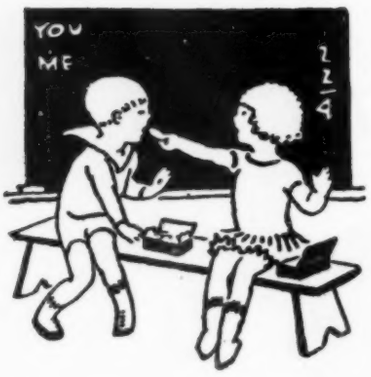

Speaking of school lunches

BEING a mother is quite a job these days—with the younger generation telling her what's what!

Nancy begins to study about food combinations at the same time she is introduced to "twice times two." Just as likely as not she will come home and tell Mother that her ideas of a satisfactory luncheon are out of date.

You see, Nancy and Teacher and the School Dietitian are in league together—they know all about Royal Baking Powder and how it makes healthful foods for children.

The Cream of Tartar in Royal is what does it . . . makes crunchy cookies and delectable breads light and wholesome for Nancy's lunch.

Doctors, you know, say that Cream of Tartar is the most wholesome ingredient that can be used in a baking powder. So it's up to Mother to remember to ask for Royal, the only nationally distributed Cream of Tartar baking powder.

Royal, the Cream of Tartar baking powder. Absolutely pure.

FREE . . .

Our folder—"The School Lunch Box"—containing special menus and recipes suitable for children. Mail coupon.

Royal Baking Powder
Product of Standard Brands Incorporated
Dept. 182, 597 Madison Ave., New York, N.Y.

Please send my free copy of "The School Lunch Box."

Name_____

Address_____

City_____ State_____

Every Child Needs an Allowance

(Continued from page 19)

be made large enough to include a little saving and giving. The objectives of both saving and giving should never be remote or large. Time passes slowly to an eager child and it is better that he see the results of his sacrifice soon. If Helen receives at four years of age an allowance of eighteen cents a week she may perhaps be led, by suggestion, to spend ten for candy to be eaten after meals or to substitute for the candy something more enduring, to save five toward an article such as a wooden spoon which she needs for play and which can be bought with two weeks saving, and to put three into a "giving cup" from which she draws —after the coins have accumulated—to buy little toys or mittens for some poor child in her neighborhood.

The allowance should increase with the child's growth and development. If progressively the amount is made large enough to permit a child to purchase for himself what many parents buy for their children after considerable "teasing" has gone on, it becomes a factor in developing judgment and forethought. At five years of age Helen might be given twenty-five cents a week and be expected to buy her own crayons and paper and clay. At six she might receive a dollar in larger coins. Making change will be a delight. Out of this she might provide more of her playthings, certain of her school supplies and some books and children's magazines. One boy of six, on an allowance of fifty cents a week, showed ability to look ahead far enough to save from August to December to buy a sled that —through mother's reminder—he knew he should need in winter.

THE individuality of the child determines what is the wisest amount to put into his hands. One child is amenable to suggestion and, with a little help from adults, carefully budgets his funds. Another buys impulsively and to supply temporary wants actually goes without clay, books, magazines, toys that are educatively so essential that a parent often feels he must assume the responsibility of providing these things. Yet probably this intractable little fellow needs experience in using money even more than his docile brother or sister. The seemingly wayward child should be handled with great understanding. It may be best to keep him longer on a rather small allowance not expected to include too much, yet still to include some of the things that he can readily see are worth waiting for.

No matter what plan is adopted, the parent should not be dictatorial with respect to the child's use of his allowance. If a mother really directs his expenditures, although the money is in his hands, the point of having an allowance is missed. A youngster may learn much from his mistakes. Let him make them but try to get him to realize that they are mistakes.

Above all, a parent should not help a child out of a predicament into which his lack of foresight has led him by giving him more than his allowance. Helen may have accumulated almost enough to buy a much desired scooter, but when she visits a store is captivated by the array of necklaces and toy automobiles and goes home with her scooter fund much reduced. The only thing for her to do on an absolutely fixed allowance is to wait for it longer. Waiting teaches its own lesson.

THE expenses an allowance is to cover should be clearly understood by the boy or the girl. Bickering with father or mother as to who is to buy this or that defeats the aim of an allowance. Definite agreement as to what the allowance is for is just as important as definiteness in the amount allowed. Since children are so different in their rate of development and conditions vary so greatly in families, it is impossible to give an allowance scale that will be satisfactory at various age levels. The parent—preferably with the child's help—should do careful budgeting before the allowance is fixed. When a youth is expected, for instance, to purchase his school supplies a reasonable amount for them should be ascertained. In one school where free text books and most materials are supplied as little as twenty-five cents a month may be enough; in another where individual libraries are encouraged ten dollars or more may be needed. The principles that hold for all are that the allowance and what it is to cover be definite, that the amount be sufficient, and that gradually a boy or a girl be induced to assume responsibility for purchasing more and more necessities from an allowance systematically increased to meet the demands.

Looking ahead for money to spend in vacations is not easy for a young child. A vacation three months hence seems ages away and immediate wants are urgent. Yet no better practice in foresight can be given than including as soon as possible enough in the weekly or monthly allowance to cover play apparatus and recreation. Saving to buy a bicycle or for the expenses of a trip to a relative's home or to some place of interest makes the recreation of double value because a youngster has had to economize to get it.

The difference between luxuries and downright daily needs can soon be appreciated by a child. Why should a father not let his son or his daughter know his financial condition? If a child belongs to a family whose income is only $2000 a year why should he not know it and learn to adjust himself to his financial status? If he belongs to a family favored with $50,000 a year he has just as great need of developing an attitude of care and foresight, especially in giving and investing.

For the majority of homemakers there are definite—and all too small—limits of expenditure. That in most cases a large share of the family income must go for food, shelter, clothing and

(Turn to page 40)

Get the **facts** *about*

ULTRA-VIOLET RAYS!

Simply and clearly this **FREE BOOKLET** *sums up the experience of thousands of Health Authorities*

ULTRA-VIOLET RAYS . . . You're interested, undoubtedly. But do you know the *whole story* of this vital health force?

The purchase of an ultra-violet sun lamp should be considered with utmost care. Only a wise selection will insure your receiving the full benefits of indoor sunlight.

To secure a really authoritative booklet that clearly and completely covers the subject of ultra-violet rays, you need only clip and mail the coupon below.

This booklet is written by the makers of the original ultra-violet lamp—the Hanovia Alpine Sun Lamp, used and endorsed by more than 163,000 physicians, hospitals and sanitariums.

Thousands of well-informed families are following the example of these health authorities. With the *Home Model* Alpine Sun Lamp—a smaller model of the original—they are securing the matchless benefits of genuine ultra-violet rays.

The *Home Model* Alpine Sun Lamp operates simply—safely—without fumes, sparks or sputtering. No replacement of parts. It is sold in accordance with the requirements of the Council of Physical Therapy of the American Medical Association.

(Of course, in cases of actual illness, self-diagnosis and self-treatment are dangerous. Consult your physician.)

Whether or not you consider the immediate purchase of an ultra-violet lamp, you should have full information on this vital subject. Send for the booklet today.

The ALPINE SUN LAMP

HANOVIA CHEMICAL & MFG. CO.
Dept. A, Newark, N. J.

Gentlemen: Send me at once, your special free booklet on Ultra-Violet Rays. Include description and price of the *Home Model* Alpine Sun Lamp

Name_____

Street_____

City_____ State_____

Remember when he was just a tiny baby?

FROM his first bottle, you were careful to see that he got the proper diet for building teeth and bones. For you were determined that he should grow up with sound teeth and a healthy body.

Today, what are you doing to protect his priceless teeth? And they *are* priceless. For upon their health, his health will largely depend.

Thousands of mothers consider Squibb's Dental Cream the finest child's dentifrice. It is thoroughly safe for tender mouths. Contains no grit, no astringents.

It combats the germ acids which cause tooth decay because it is made with 50% Squibb's Milk of Magnesia — a wonderful, mild antacid — which penetrates the crevices of the teeth.

Children like the pleasant taste of Squibb's and mothers appreciate the real economy of the generous-size Squibb tube. At all druggists.

Copyright 1930 by E. R. Squibb & Sons

SQUIBB'S
Dental Cream

Every Child Needs an Allowance

(*Continued from page 38*)

operating expenses of the home any normal child of eight can see. At this age he has enough knowledge of addition and subtraction to comprehend what is left for emergencies, saving, personal allowances and other expenses, and enough sense of proportion to understand how this residue ought to be divided. The rebellion that some children feel at not being able to have all the money they want is not likely to be felt by a boy or a girl who has been taken into father's and mother's confidence in financial matters.

AFTER clothing necessities have been estimated it is well to let the boy or girl assume responsibility for buying his own. Harold was a lad who at eleven years of age knew that the family budget would allow no more than $100 a year for his clothing. Out of this he wanted to buy some especially adapted to a four weeks' camping trip which he was to earn by selling magazines. According to the most rosy plans the camp dues and some equipment were all he could hope to earn. Clothing for camp would have to come out of the all too small yearly clothing allowance. What a bargain hunter Harold became! Six dollars a year his mother estimated as the lowest amount to be allowed for his socks. But he determined to reduce that a dollar. Disregarding mother's advice, he bought a pair at twenty-five cents, only to see them burst into holes the first day he wore them. Thus he learned that quality pays. He learned to look at trade marks on hose and computed the longevity of various "makes" so that he might buy those giving greatest wear. He compared weaves and strength of thread before he purchased socks. Above all, he learned that a boy's care of his hose affects their period of usefulness. On the watch for the tiniest hole that it might be mended and careful not to tear his socks, he did make a pair last twice as long as they last for many boys. The quality of his suits, the durability of weave and color for sweaters, the times and places to get the best bargains in coats and slickers were all matters of importance to Harold. He actually reduced his ordinary clothing expenses enough to buy the clothes he wanted for the camping trip.

At first Harold's thirteen-year-old sister was rebellious because of his greater advantages as a male. Nobody cared, she thought, how a boy looked, but a young lady just had to have clothes—and it was pretty hard, on $115 a year, to get all one needed. Yet, even for the sake of appearances, she wasn't going to be cheated out of a month at camp in the summer. She could save part of the necessary money out of her recreation allowance and earn a little more by taking care of a neighbor's baby. But, besides, she must have real camper's clothes. Her efforts at reduction of the items in her clothing budget became as serious as Harold's. In February a new spring coat loomed up as the greatest necessity of life — unless it was the camping outfit. Which would it be—spend $17.50 for a coat that would make Easter endurable or save $17.50 toward the camp clothes? "If I had time," mother suggested, "I could make you a better looking coat than the one you have in mind out of an old one of mine. But I really haven't the time." "Why, mother, I'll do enough extra work, and more, to give you the time," Gertrude quickly decided. Then such a budgeting of time as went on to arrange affairs so that in the hours she was at home she would relieve her mother enough to "make up" for the work on the coat. Little details —all of these—such as come up in the management of the average home; yet they are opportunities to give children an insight into what happy living costs and a willingness to pay their share of the price.

ONE caution cannot be overemphasized—a child's allowance should not be made contingent upon good behavior. There are "natural" punishments for many offenses, but to connect a child's misdeeds with the source of money supply gives him a false notion of values. Self-control and obedience and success have a value that cannot be measured in dollars and cents. Then why give a boy a few more cents when he is "good" or take away a few when he is "bad"? If, through having a regular allowance from his early years, a child learns to use money wisely and gains a sound sense of values, this will be a big factor in making his life a success.

My Son

By RAYMOND CLAPP

My son is said to be
Just like his Dad;
A reincarnate me
Lives in this lad.

Sometimes I dimly see
With pangs of joy
The man I ought to be
Here in my boy.

How can I help release
His latent powers
So that they may increase
Until he towers

A man, courageous, strong,
With faith in right,
Who understands the throng
Yet fears no fight—

One who can wisely plan
For ends unseen
And grow to be the man
I might have been?

Food energy... *not nervous energy* should carry your child through the morning

This, the most energizing of all hot cereals, protects children against the heavy demands of school mornings.

Jack and Pauline Fraser, and Lorraine Santche, leaders in their studies as well as class activities, prepare for "10 o'clock history." They start each school day right with a breakfast of hot Quaker Oats.

FROM the health authorities of America comes this important message to mothers. One child out of every three, they say, is undernourished because of inadequate breakfasts. This is the more serious, they warn, because 70% of the entire day's school work is assigned for morning hours. Thus the hours before noon is the very time a child needs lasting food energy, to keep him from going on nervous energy instead.

No mother would knowingly send her child to school without a good breakfast. Yet often she does so, simply because she does not understand the important difference between food energy that is quickly used up and food energy that lasts the morning through.

Different from ordinary oatmeals

Quaker Oats is unsurpassed for rich nutrition . . . unsurpassed for lasting food energy. This is because, in the milling process, Quaker retains every bit of the vital part of the oat. Thus the child who is given Quaker gets 16% protein — the great growth food in constant demand by every living cell of the body for the repair of muscles and nerves. Quaker gives your child twice as much protein as the average milled cereal. 65% of Quaker is energy food. There's vitamin B to stimulate healthy appetites . . . rich minerals for good red blood, firm white teeth. There's the natural roughage, too, to make laxatives unnecessary.

A more zestful flavor

Children find in Quaker Oats a richer, more nut-like flavor than in ordinary oatmeal. This is because before being "rolled" the choice whole oats are roasted in open ovens to a succulent, flaky tenderness. No other process can give oats that zestful flavoriness. No other process so perfectly pre-cooks oats that they cook deliciously done in 2½ minutes.

Protect your child's mornings with this splendid energy breakfast. Your grocer has both the regular and the Quick Quaker Oats. Look for the Quaker name and the Quaker figure on the package. They are your guarantee of choicer oats, finer flavors, richer nutrition.

Quaker is the supreme fast cooking oat

1. ***Fastest*** of all quick cooking oats. 2½ minutes to cook.
2. ***"Most nutritious*** of all hot cereals," according to doctors, dieticians and practically every leading book on nutrition.
3. ***Health qualities unsurpassed***— 16 % protein for growth—richer minerals for bone building—more abundant vitamin B to protect health.
4. ***Richer flavor.*** Quaker's exclusive oven-roasting process gives a savory, zestful flavor no other oat has ever been able to imitate.

THE QUAKER OATS COMPANY

Quaker Oats... *two kinds . . . at your grocer's*

All advertisements are certified as conforming to standards on page 77.

"MY DIXIE"

Dixies are beautiful. Children love them—love to drink from them. "MY Dixie" they cry, and scratch their names on them.

Dixies offer you a most dainty way—and certainly the cleanest and safest way of serving milk, lemonades or any cool refreshing drinks to your children.

At any "party"—with the children of neighbors and friends demanding your attention every single minute—you can be ever so much more certain of cleanliness and sanitary safety with Individual Dixies. Not to mention the great convenience to yourself of using Dixies instead of glasses. Besides, glasses break and chip—which means not only an actual money-loss but, worse, a real danger to heedless children.

And when the party is over—what a relief not to face the batallion of glasses to wash and polish.

Dixies are packed in convenient 10c and 25c cartons. Stationery, grocery, drug, department and 10c-stores have them in stock or can easily procure them for you.

INDIVIDUAL DRINKING CUP CO., Inc
Original Makers of the Paper Cup
EASTON, PA.

You and the children will enjoy the Dixie Circus over WJZ and Associated National Broadcasting Company Radio Stations every Friday evening.

Feeding the Family

(*Continued from page 36*)

Baked Eggs

Pour 1 cup of a medium cream sauce into a baking dish. Into this sauce drop four eggs from the shells. Sprinkle with a little cheese or chopped parsley and bake about ten minutes in a moderate oven.

Fish Loaf

1½ lbs. fresh cod — ½ cup tomato sauce
¼ cup tapioca — 1 small onion
2 tablespoons butter

Put butter in saucepan and add finely chopped onion, and cook very slowly until tender. Add tomato sauce, salt to taste and bring to boiling point. Skin and bone the fish and put through chopper. Combine ingredients, adding tapioca last. Mix well. Put in well-greased loaf pan and bake in fairly hot oven 1 hour. Serve hot.—*R. B. K., Richmond Hill, New York.*

Divinity Fudge

4 cups white sugar — 1¼ cups of water
3 egg whites — 1 teaspoon of vanilla
1 cup white corn syrup
1 cup of English walnut meats

Boil sugar, syrup and water until it forms a long fine thread when drops fall from a spoon. Then pour onto the stiffly beaten egg whites very, very slowly, beating as you pour. Add vanilla and nuts and beat till it turns to fudge.—*H. C. C., Durant, Okla.*

Baked Apples and Bananas

Wash and core apples. Put one-half or one-third of banana, which has been rolled in sugar and a little cinnamon, in the cavity of each apple. Bake in a rather hot oven until tender. Serve as dessert hot or cold, plain or with cream.—*Mrs. H. H. C., Waverly, Iowa.*

Sunday Morning Coffee Cake

1 cup sugar — 1 egg
2 cups flour — milk
2 tablespoons butter — 1 teaspoon vanilla
2 rounded teaspoons baking powder
Brown sugar, chopped walnuts, cinnamon

Measure into your sifter the sugar, the flour, which has been sifted once, and the baking powder. Sift these dry ingredients into a mixing bowl. Make a hollow in the middle of the dry ingredients. Break into your measuring cup 1 egg and fill the cup with milk. Melt 2 tablespoons butter. Add egg, milk, butter and vanilla to your dry mixture and beat for several minutes. Pour batter into a shallow pan—square, oblong, or round. Sprinkle generously with brown sugar, chopped walnuts and cinnamon. Bake in moderate oven (375°) about 40 minutes. It should bake rather slowly, so, if it is browning too fast after 20 minutes, reduce the heat just a little—*J. L., Petaluma, Cal.*

Whole-Family Dinner Menus

I
Tomato Juice Cocktail
Roast Beef
Macaroni — Carrots
Green Salad with
French Dressing
Chocolate Ice Cream

II
Shepherd's Pie
Buttered Beets
Grapefruit Salad
Lemon Bread Pudding

III
Fish Loaf
Baked Potatoes
Scalloped Tomatoes
Watercress
Orange Gelatin with
Soft Custard

IV
Rye Bread Appetizers
Baked Hamburg Patties
Potatoes au gratin
Spinach
Prune Soufflé

V
Cream of Celery Soup
Baked Sliced Liver and
Bacon
Baked Potatoes
Cauliflower
Gingerbread with Pineapple
and Whipped Cream Sauce

VI
Clam Broth
Creamed Haddock
Butter Parsley Potatoes
String Beans
Tomato Salad
Apricot Pie (grown-ups)
Apricots stewed with Raisins
(for children)

VII
Consommé
Creamed Potatoes
Buttered Cauliflower
Buttered Beets
Green Peas
Pineapple Salad
Cottage Pudding with
Chocolate Sauce

VIII
St. Patrick's Day Dinner
Pea Soup or
Grapefruit halves with
Green Maraschino Cherries
Shamrock Rolls — Olives
Roast Lamb — Mint Jelly
Parsley Potatoes
String Beans
Green Pepper Salad
(peppers for
grown-ups only)
Vanilla Ice Cream with
finely chopped
Pistachio Nuts
Green Mints

IX
Mutton Broth
Lamb Croquettes
(grown-ups)
Creamed Lamb
(for children)
Scalloped Potatoes
Six-minute Cabbage
Strawberry Junket with
Cream

X
Baked Ham (grown-ups)
Coddled Eggs on Toast
(for children)
Mashed Potatoes
Lima Beans
Baked Apples stuffed with
Chopped Nuts and Raisins
Served with Cream

XI
Tuna Fish Pie
Baked Potatoes
Cabbage Salad with
Pimiento
Rhubarb Pie (grown-ups)
Stewed Rhubarb (children)
Cookies

XII
Broiled Steak
Sweet Potatoes
Southern style
Buttered Asparagus Tips
Tapioca Cream Pudding

XIII
Cream of Asparagus Soup
with Croutons
Boiled Rice with
Tomato-cheese Sauce
Buttered Spinach
Fruit Salad — Cookies

XIV
Vegetable Soup
Kedgeree
(West Indian Fish Dish)
Cucumber and Lettuce Salad
(cucumbers grown-ups only)
Lemon Sherbet
Little Sponge Cakes

Iron in the Children's Diet

EVEN in well-regulated diets for children, there is danger of lack of iron. Largely because—up to the seventh year—the menu is limited to foods which are very low in this vital element.

To help insure a supply of iron, leading dietitians recommend the frequent serving of whole-wheat cereals. In Kellogg's Pep Bran Flakes, whole wheat is combined with glorious flavor. The famous flavor of PEP! That's what makes them *better bran flakes.*

Serve them often for supper during the winter. They put appetite sparkle in any meal. Children love them! They have just enough bran to be mildly laxative.

Kellogg's are easy to digest—less likely to interfere with sound sleep—and are an excellent conveyor of milk. Practically a perfect dish with milk or cream.

Look for the red-and-green package at your grocer's. Made by Kellogg in Battle Creek.

Kellogg's

PEP BRAN FLAKES

Write the Home Economics Department of the Kellogg Company, Battle Creek, Mich., and we will be glad to send free literature and advice on child feeding and diet. Your own physician should be consulted in the event of ill health and sickness—ours is in no sense a medical service.

All advertisements are certified as conforming to standards on page 77.

That MILK Complex

Every morning it used to be the same story—bribe or coax or threaten Timmy to take his milk. The fuss mother made only seemed to confirm his distaste for it. Being a wise modern mother, she realized that forcing it was just creating a complex. So she stopped trying to change Tim, and changed the taste of the milk instead—by adding a few drops of Burnett's Vanilla and a little sugar to the glass.

"It's VANILLA MILK—like ice cream, only not so cold, Tim," she said with a disarming smile. "Here, smell. Now try some. Isn't that good?"

And to her relief after one suspicious sniff, he drank down the whole glassful.

Burnett's Vanilla is the choicest pure Vanilla extract made from the finest grade Mexican beans, perfectly safe to give the children not only in milk but in all desserts.

Discriminating women approve its delicacy of flavor, will have no other on their pantry shelf. If your grocer is out of Burnett's Vanilla, let us send you a full-size bottle. And if the child you want to convert to a liking for milk is susceptible to story-book influence, ask for "Why the Cows Cried," a most delightful tale with a moral, by John Martin, the children's friend.

JOSEPH BURNETT COMPANY, Dept. C
437 D St., Boston, Mass.

Since my grocer, ... does not stock Burnett's Vanilla, I enclose 45c for full-size bottle postpaid. Please send me also a copy of "Why the Cows Cried," for which 10c is enclosed.

Mrs. .....

Street ..... City .....

What the Law Requires of Parents

(*Continued from page* 15)

reported neglect or cruelty. As fountainhead of authority, a parent is privileged to administer corporal punishment to his children, in moderation; or to let someone else do it. Father, who controls the family purse, may decide how the money shall be spent; or saved. The fact that father is a millionaire does not establish son's claim to a college education as a "necessity"; neither does it oblige him to pay for daughter's music lessons. Not unless father thinks best.

FATHER is expected to pay for "*necessities*"—yes; but to hold him there must be either an express promise to pay, on his part, or else circumstances from which a promise can be implied. If a youngster on the way from school stopped at a neighborhood grocery store, where the family had never traded, and demanded a box of crackers on the plea that he was hungry, father need not make good. But if the same child were discovered stranded away from home, crying, and a kind-hearted stranger furnished him with food and shelter till mother came and got her little boy, the case would be quite different. Father could, legally, be required to reimburse the kind stranger for any necessary expenses he had incurred in caring for the child.

Medical attendance may be a "necessity"—or not. A doctor, summoned by a stranger to treat a child suffering from an ulcerated tooth; an attack of pneumonia or appendicitis; or a broken leg—would naturally expect to be paid. But a physician would be rash indeed, who undertook, without express authority, to straighten a child's eyes or teeth, or to remove tonsils or adenoids. Not only could father refuse to pay the bill; he might even sue for damages.

In these days of free hospitals and clinics open to needy applicants, lack of money is no excuse for a parent's letting a child suffer for want of medical attention. But a few years ago, suit was brought by a certain philanthropic organization to compel a father to have his little son undergo an operation that might prevent the boy's becoming a helpless cripple. But the court having heard argument on both sides, decided that inasmuch as the operation might not produce the results claimed, it could not be rated a "necessity"—and sustained the father in his refusal to allow it.

Where a minor—a child under 21—is injured through the fault of another person, constituting, in legal parlance, a tort, the injury gives rise to two causes of action; one on behalf of the child, whose claim for damages may include "mental anguish" and "disfigurement"—the other on behalf of the parent, who may recover only such amount as he, the parent, has sustained by loss of services of his child. A few years ago, when a little girl was made seriously ill by eating impure candy she had bought on her way home from school, her father, suing for "loss of services" recovered substantial damages. On principle, however, where the child is too young to perform services, the theory of recovery is the expenditures which the father may be obliged to incur in the care and cure of the child.

Before me lies an old law book, giving a form of will suggested for the father who, being in testamentary mood, feels inclined to bequeath the custody of his children "to my beloved wife, so long as she remains my widow," and "upon the event of her remarriage, to my dear friend, X." There is, I believe, no state in the union where such a bequest would prevail today. In New York, the amended Domestic Law goes so far as to make both father and mother equal guardians of their minor children, and in case of a household divided against itself, the court decides as to the custody, looking to the good of the child. Little children, irrespective of sex, almost always go to the mother, unless she is shown to be an unfit person; while the preference of older children is given much weight.

But the fact that one is a parent without moral turpitude does not always constitute one the best person to care for one's own child. In a certain case the court decided in favor of a child's paternal grandparents, in comfortable circumstances, with a good home, as against the child's own mother, a deserted wife, forced out into the world, and able to earn only a meager living.

In another case, the mother having died and the father at the time being confined in an insane asylum, an aunt took the one-year-old child, and later on, adopted him as her own. Some six years later, the child's own father, discharged from the asylum as cured, demanded his son back, saying "He's mine!" "No," said the aunt, "He's *mine!*"

The case went to court; and the court, hearing both sides, sympathized with both. But, argued the judge's "opinion," to take this delicate little seven-year-old from the only home he had ever known; and the woman who had nursed him through a succession of childish illnesses, including a recent and serious operation for double mastoid—and turn him over to live with his father, winter and summer, in a poorly constructed, improperly heated bungalow at the beach—surely this change would not be for the child's best interests. The boy stayed where he was, with his aunt and adopted mother.

WHEN parents are legally separated, the court, in awarding custody of the children, settles whatever amount shall be paid by their father for maintenance. The matter of this allowance may be brought up any time for review, upon petition of either side, alleging changed circumstances—such as the father's income having increased or diminished; or a child's having arrived at the age of 21; or his having become a wage-earner; or, if the child is a girl, her having acquired a husband.

Where a child voluntarily leaves home, and goes out into the world on his

own, with the parent making no objection, this is called "emancipation," and hereafter parent and child have no obligations towards each other. Marriage emancipates a female child, even without her parents' consent.

There was a rather interesting case of a boy who, his parents having separated, had been placed in boarding school at his father's expense, to prepare for college. As the months went by, the boy, made unhappy at the thought of his mother struggling on alone, in a distant city, to support herself, left school to join her, and took a job. Hearing of this the irate father washed his hands of further responsibility.

Presently on behalf of the son, who was still a minor, action was brought to compel the father to support him; but the court held that the son in proceeding against his father's wishes had, by his own act, emancipated himself.

On principle, it would strike most of us as reasonable that when a man dies, his estate should be charged with the maintenance of his children throughout their minority; and there is a noticeable trend of legislation toward that end. However, in many jurisdictions today, as in New York, the old common-law ruling survives, allowing a father to make no provision at all for any offspring; he may, if he sees fit, prefer one child or set of children to another; or cut them off altogether, leaving everything he owns to a stranger.

While the services and earnings of a minor child belong to the parent, all the property the child has inherited or acquired otherwise belongs to himself, and must be jealously guarded throughout his minority. A father who is able to do so is bound to support his children at his own expense, although the children may have property of their own. However, if somebody—say, a grandfather—by will establishes a trust fund expressly for the maintenance and education of the child, this fund may be directly applied for the purpose, without recourse to the court by the father.

BUT suppose the male parent is dead; or otherwise out of the picture. To what extent does the mother take over the father's part?

By weight of modern authority, the widowed mother has the same right to the services and earnings of minor children that their father had. She must support them, to the best of her ability, out of her own resources, but—and this is a great big "but"!—she can draw upon whatever funds the child holds in his own right, so long as they last, before using her own money.

In upper New York State, a man died without a will, leaving a widow and small boy, with nothing but a little life insurance and the house they lived in. Having obtained an order to sell the house, upon the proceeds of the sale, eked out by what she was able to earn from time to time, the widow managed to scrape along, and get her boy educated. Years afterwards, when the son had become a practicing physician in his home town, he startled the community by instituting suit against his

(*Turn to next page*)

ACTIVE CHILDREN NEED THE ENERGY *from tender-ripe bananas—always available, and of unvarying goodness in cold or warm weather.*

WOMEN WHO WATCH THEIR FIGURES *find that a banana with milk provides a light but thoroughly satisfying breakfast or luncheon.*

SOMETHING GOOD FOR TODAY—*Make ring mold of steamed rice. Garnish with sliced bananas. Serve with orange sauce or whipped cream.*

Keeping your VITALITY *high!*

Blowy March days . . . when you need energy-producing, easily digested food—balance your daily diet with bananas

DURING long hours of tropical sunlight, nature has stored in the banana a host of her choicest gifts. *Not* just a flavor of unrivaled delicacy. *Not* just a fruit-pulp of melting tenderness, but a rare combination of nourishing, vitalizing food materials. Three protective vitamins (A, B, and C)—invigorating fuels—regulating minerals—these health essentials are sealed in every banana's glove-like covering.

Now that its high food value is becoming known, the banana is forming a substantial part of the year-round diet. A real health-builder winter and summer . . . in season when other fresh fruits and vegetables are scarce . . . always reasonably priced. Is it any wonder food experts say *bananas belong* on the family table!

BANANA
GROWERS ASSOCIATION

NEW BANANA BOOK FREE

Just off the press. Brimful of unusual recipes—all thoroughly tested. Also menus and serving suggestions. Send coupon. Be among the first to benefit by the new knowledge of the banana's place in the diet.

BANANA GROWERS ASSN. P.M. 2-30
17 Battery Place, New York City
Please send me "Bananas in the Modern Manner."

Name_____
Address_____
City_____ State_____

Police protection
for your child's health during this

MOST DANGEROUS MONTH

THE THREE bleak winter months that precede March have worn down the resistance of little bodies. Then March roars in with its rains, its piercing winds, its slush. Is it any wonder that mortality is highest during this treacherous month?

This is the time when your child needs the protection of the vitamins most of all. Like policemen on duty they protect the body; help it grow normally and healthfully; guard against the lurking dangers of vitamin deficiency. Rickets, soft teeth, scurvy, nervous disorders, lowered resistance—especially to the common cold—and other insidious enemies of childhood . . . each can be traced to a lack of one of the four necessary vitamins.

Often your child cannot be induced to eat the foods which contain the vitamins he needs. Sometimes the vitamins have escaped in the process of cooking. But today, thanks to the laboratory work of a leading biological chemist, mothers know that Maltine With Cod Liver Oil—added to orange juice in adequate dosage—*provides a sufficient quantity of all four vitamins to promote health.*

Seventy per cent of this product is Maltine (rich in Vitamin B), a concentrated extract of the nourishing elements of malted barley, wheat and oats. The remainder is pure vitamin-tested cod liver oil (rich in Vitamins A and D). When Maltine With Cod Liver Oil is taken in orange juice (Vitamin C), all four vitamins are present. Clinical tests have demonstrated that this food-drink is much more palatable than plain cod liver oil. And it gives the added protection of Vitamins B and C. Keep a bottle in the kitchen cabinet and mix it in with the youngster's morning orange juice.

Every mother should have a copy of our free booklet, "The Doctor Talks About Vitamins." In plain English, it tells you the important facts about the four essential vitamins. The Maltine Company, 20 Vesey St., New York. Est. 1875.

The A B C's of Vitamins

A "OFFICER A" *is essential to normal growth and helps protect against certain infections, especially those that attack the respiratory system. Maltine With Cod Liver Oil is a recognized rich source of Vitamin A.*

B "OFFICER B" *is most essential. Lack of Vitamin B results in loss of appetite, a cessation of growth, and the appearance of certain nervous disorders. Vitamin B is found in abundance in Maltine With Cod Liver Oil.*

C "OFFICER C" *prevents scurvy. Orange juice is everywhere recognized as very rich in Vitamin C. That's why we recommend this policeman.*

D "OFFICER D" *is also necessary. A deficiency of Vitamin D causes rickets, that weakener of child bones. Sound teeth depend upon it. It is meager or lacking in all our ordinary foods. Maltine With Cod Liver Oil is rich in Vitamin D.*

Maltine

WITH COD LIVER OIL

Accepted by the Council on Pharmacy and Chemistry of the American Medical Association

What the Law Requires of Parents

(*Continued from page* 45)

mother for the amount expended out of his share of his father's estate; his contention being that a mother was in duty bound to support her own son out of her own money.

But, said the court: "The amendment of the Domestic Relations Law, which, as a part of the general plan to emancipate women from slavery, has given to mothers equal authority with fathers for their children, does not change the ancient rule that widowed mothers are entitled to support their children out of the funds of the children, before resorting to their own resources."

If the day ever comes when a woman suffers no economic handicap by reason of her motherhood, legislation no doubt will tend to meet the new conditions by placing both parents on the same footing. Meanwhile, father seems to be the man who must pay the piper—even where he does not call the tune!

Gardening Together

(*Continued from page* 25)

pleasantest and most instructive way. To be successful, however, you must consult the tastes of your youngsters and treat each consistently as a fellow-worker. Even here there is room to express individuality and to exercise individual responsibility. A miniature rock garden may be designated as the child's own province, or a corner of the kitchen garden assigned to him, where he may grow such practical and pleasant things as catnip for pussy, mint for lemonade and for roast lamb sauce, and curly green parsley for garnishing.

The second method, which sometimes succeeds well by introducing the element of friendly rivalry, is to assign a plot to each child. I regret to say that a frequent tendency among grown-ups is to set aside space in an unfavorable, out-of-the-way location, perhaps under a lilac bush, as "good enough for a little child," in the pessimistic assumption that the results will not be an ornament to the general effect of the grounds. This is manifestly unfair and a short cut to failure and discouragement. Lack of strength and lack of experience demand the most favorable conditions of location and soil; and don't forget to give the young gardener plenty of fertilizing material.

A thrilling season to garden-lovers is the time when the seed catalogues come in, and, before the winter fire, armed with pencil and paper and ruler, they make hopeful plans beyond the possibilities of realization. From the colored pictures children learn the names and characteristics of the various plants. How intriguing are the old-fashioned names — Johnny-jump-up, forget-me-not, foxgloves, bachelor's buttons, baby's breath!

"Well, let's see—when does it blossom? How tall is it? How early can it be planted? Does it like light or shade?"

The next most important requisite is proper tools; not dull, rusty, heavy tools that adults have discarded, but small, light, efficient ones. Responsibility for their care must be instilled by example as well as precept. It should be a family rule that no one may borrow another's tools without permission and without carefully cleaning and replacing them.

Children should be encouraged to raise the things that show quick growth —beans, radishes, morning glories, scarlet runners. If there is a suitable place for climbing things, gourds are interesting, and the strangely shaped little fruits may be shellacked and a dishful of them used for winter decoration. If there is plenty of space, it is fun to grow pumpkins for Hallowe'en, or sunflower seeds for winter birds.

Flowers should be raised that may be freely picked. One youngster that I knew had a satisfying combination of petunias, nasturtiums and cosmos, with a few pansy plants tucked in between. Many nurseries offer a mixed seed collection of annuals that give continuous bloom and are very easy to raise.

The most elementary gardening procedure; the making of a planting plan, proper preparation of the ground, sowing the seed, watering and weeding, is enough to insist upon with beginners. Raising seed indoors, and combating the pests and plagues of the garden, offer problems too complicated for the average young gardener. Here, they must call for help, or at least supervision from someone older and wiser in garden ways. I wonder if everyone realizes how much help and encouragement may be obtained from the County Extension Service agents, now in almost every section of the country?

A SIMPLE rule for preparing the garden says that if when the frost has gone out of the ground a handful of soil can be crumpled in the hand without packing, it is ready for spading. Ground should be spaded eight to fifteen inches deep, unless the top soil is very shallow. Break up the clods and pulverize the dirt with hoe, spade and rake. Children almost invariably sow seed too thick, and usually too deep. The seed catalogues in all cases give reliable directions which should be followed with utmost care.

When the green rows begin to appear is the time to start cultivating. Explain to the children that this is done both to eliminate weeds and to conserve moisture. Cultivation should always be done as soon as dry enough after rain or watering to make a dust layer and prevent the soil from drying out too rapidly. A good, soaking watering once a week is preferable to frequent shallow waterings, by which the roots are drawn too near the surface, and so readily dry out.

With a careful plan and a conscientious following of expert directions which the florists of the country provide, gardening together becomes the fascinating pastime of conspiring with nature to make the magic that consists in turning tiny seeds into growing fragrant blooms, or into something that can be eaten for dinner!

"LOOK, MOTHER, I'M ONE AHEAD OF BOBBY IN THE 'CLEAN HANDS' GAME!"

How a simple game teaches children the *"clean hands" habit*

IT'S GREAT sport for Bobby and Sister to see which one comes out ahead in the Clean Hands game. Sister beat him this week—but next time! *You just wait.*

Thousands of mothers have sighed with relief since their children started this thrilling new game. No longer do they have to coax — command — even bribe youngsters to wash regularly, especially before meals. The Lifebuoy "wash-up" chart makes it *fun* to keep clean.

Dirty hands a health risk

Children also see that cleaner hands mean better health. Disease germs may be picked up from countless things little hands must touch — shoes, toys, pets, schoolbooks, doorknobs. The Life Extension Institute warns that 27 diseases may be spread by hands.

Mothers in millions of homes, as well as more than 85,000 teachers, have found that the simplest way to rid hands of germs and *help safeguard health* is to wash them with Lifebuoy. Its mild, creamy, gently antiseptic lather removes germs as well as dirt.

Lifebuoy keeps complexions smooth and clear—glowing with youthful beauty. Prevents embarrassing body odor. Its fresh, hygienic scent—that vanishes as you rinse—tells you that you're cleaner —*safer.*

Free to mothers

Fill out and mail coupon below for free "wash-up" chart and trial size cake of Lifebuoy for each one of your children. Make "clean hands" an exciting game in your family. Of special interest to Mothers' Clubs.

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HEALTH SOAP
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LEVER BROTHERS CO., Dept. 273 Cambridge, Mass.
Please send me free Lifebuoy Trial Cakes and "Wash-up" Charts for my ..... children.

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Address .....

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Yes, threads that blend and lose themselves in the rich dark shades and delicate tints of the new silks, the new woolens, rayons, cottons, linens. For we matched them in the making with the very fabrics you have chosen.

So simply take a sample of your material to the nearest notion department and say "Match this please with Clark's O. N. T. or J. & P. Coats Mercerized Threads." Use these famous quality threads for stitching every fabric—use them for dresses, draperies, children's clothes. They are lustrous in finish, smooth flowing through the needle, and they never fade—every color is guaranteed boilfast. And consider the price—only 5 cents for 100 yards.

Clark's O.N.T.
or **J. & P. Coats**
Mercerized Threads in
Boilfast COLORS

Pointers for Parents

Practical Suggestions Submitted by Readers

I HAVE A TREASURE BOX FOR RAINY DAYS. In it go all the bright colored linings of envelopes that come to me in my personal correspondence. Their colors and designs are widely diversified and the children find these a source of unending entertainment. Two-and-a-half is interested in color and divides his share into the various colors and learns their names. My six-year-old folds squares and boats and kindergarten salt cellars. Daughter aged nine makes paper doll clothes and her twelve-year-old sister makes pictures. The source of supply is never-ending and the cost nothing, while the treasure box fills in the gap on those "what-shall-I-do-now days?" —*Mrs. J. W., South Charleston, W. Va.*

When One Takes to Cups

We had so much difficulty teaching our son to drink from a cup that we tried the following method with great success with the second child. She was encouraged to hold her bottle herself and was soon managing it well. Then instead of using the usual silver mug we used a glass the same width as the bottle she had already learned to handle. Therefore she could concentrate on learning to drink, which was the only new feature, instead of learning to balance a cup by the handle and drink at the same time.—*Mrs. I. W. W., Berkeley, Calif.*

First Aid

I keep a box marked "Red Cross" in the kitchen. In it are bandages of two sizes, a good disinfectant, a sterilized needle and a small pair of tweezers for taking out splinters, some salve suitable for burns, a small pair of scissors for cutting off bandages, and a roll of adhesive tape.

If the children are taught to use these things, and never to neglect small wounds, there is little danger of infection.—*Mrs. H. F. R., East Kelowna, British Columbia.*

Money of Their Own

A trio of children from the sagebrush plains, coming to spend the summer with their grandmother, presented an unexpected problem, since they had never faced the temptations of the city shops. All their buying had, perforce, been done from the mail order catalogue, so they wanted everything they saw on the counters, and unhappiness was sure to result if anything was denied them. Grandmother perceived the problem, and, what was more, she saw the chance for some wise training of the children if the money problem could be worked out successfully.

The little folks had already been assigned shares in the tasks of the household to keep them wholesomely occupied, and to offer to pay them for the work they were doing seemed unwise, so grandmother offered a set of rewards. Every book read, every entertainment enjoyed, every excursion they shared was to be described in writing, in the note-book which each child was asked to keep. The children read and listened attentively, and labored over their note-books so faithfully that there was always some "reward" due them, and, besides their visible earnings, they gained worth-while practice in the expression of their thoughts.

To help them spend their money thoughtfully, there was just one rule: that they should look all around the store and then buy the *one thing* they most desired.

When they went back to their prairie home they took, as well as their own dearly prized acquisitions, gifts for all their young neighbors which made their homecoming look like a visit from Santa Claus.

And all was bought with an allowance that was honestly earned, and thoughtfully spent.—*Mrs. M. B. T., Topeka, Kansas.*

Tom's on Time Now

Getting up on time was Tom's problem. Each member of the family, including the dog, had to help to get him up so that he would not be late for school. He did not stay in bed because he was sleepy, he just waited, lost in his own thoughts and dreams. Suggestions about getting up "when Daddy does," being "first at breakfast," "beating Sister," were of no avail. Finally he solved the problem himself. On his seventh birthday he received a watch, not an expensive one, but one that ran and kept fairly good time. As he was learning to tell time he was delighted with this gift. After experimenting with it in various ways, Tom finally gave it a permanent resting place at the head of his bed, and I was surprised to find that he no longer had to be called to breakfast. He was watching the time and was getting up promptly at seven o'clock without a word or suggestion from anyone. He is very careful to keep his watch wound and regulated and it is now nearly six months since he has had to be called.—*Mrs. W. E. B., Mountain Lakes, N. J.*

If you have practical suggestions that would be helpful to others, tell them to us briefly. For every suggestion accepted one dollar will be paid on publication. Unaccepted contributions to this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, *New York, N. Y.*

Smart and Sensible Styles for Young Folks

(*Continued from page 32*)

especially designed for children's dresses. This spring, the small florals, geometrics, plaids and stripes are particularly suitable for small garments. Fine lawns, batistes, dimities and organdies are usually printed in pastel colors, but the heavier cottons are more brilliantly hued and of course all good cottons are fast to washing.

The little drop sleeve shown in the frock No. 6013 is very charming for the thin arms of thirteen or fourteen. Plain handkerchief linen is trimmed with contrasting bands of heavier linen and the belt is of linen closely stitched.

Printed zephyr is a splendid material for the wide trouser romper that is buttoned at the crotch. The side of the trouser legs may be closed with buttons or a seam. Contrasting bias bindings and a white collar are smart extra touches. No. 5492.

Of course even a very young girl wants an ensemble this spring. A Shantung in rather a bright blue fashions the three-quarter-length coat and the skirt portion of the frock No. 6071. The upper part of the dress is white Shantung trimmed with bands of the blue. The coat is bound with white.

THE blazer flannel jacket is very English indeed and just the right weight for extra warmth on a cool summer's day when worn over a linen suit or one made of gabardine. The trousers are the new width built like a man's shorts. Blazer No. 3647. Suit No. 5978.

A fine printed cotton in closely spaced design is charming for a small girl's frock. The blouse is cut like a separate jacket but attached to the skirt portion with plain bands that match the darkest note in the print. The skirt is smartly circular. No. 6011.

Capes are the very last word from Paris, so of course daughter aged fifteen or her younger sister of twelve would like to have a cape ensemble made of flat crêpe. The skirt is box-pleated and the blouse of contrasting crêpe is trimmed with bands and tabs of the darker material. The cape is finished with a trig turnover collar and fastened with two buttons and a loop. No. 5731.

The new shirred frocks that are coming to us from all the Paris creators are lovely for sweet sixteen. The long front panel and the elbow length sleeves are very new and the even hemline makes the frock suitable for street or home. This dress may be developed successfully in almost any light-weight material. No. 6019.

6019 6013 5731 6071 3647 5978 6011 5492

Back views of designs on page 32

DON'T hold them back at the start

WHATEVER your children are going to be twenty years from now is on the starting line right now.

If parents could only understand this. If our parents could have understood it, there's nothing in the world that we could not have been today.

Everything that can possibly happen between the ages of twenty-five and fifty is being decided right now between the ages of five and fifteen.

Parents didn't understand this twenty-five years ago. But we new parents, who understand this now, we must not carry on in the old way; we must not hold our children back at the start.

Compton's Pictured Encyclopedia for Children is one of the ways in which four hundred thousand homes are now helping to give their children a flying start.

For Compton's is a complete encyclopedia, written and pictured entirely for children—intensely interesting in pictures and stories from beginning to end, yet absolutely authoritative and completely encyclopedic in content and form. And, therefore, Compton's is not only a wonderful source-book of learning such as children have never had before, but a source-book of inspiration as well which fires their imagination and makes them eager to learn.

The value of this to children is beyond all measure of price. For this inspiration and desire and eagerness to know has been the foundation of all the world's achievements since the beginning of time.

Children that have Compton's get better marks in school, and acquire greater leadership amongst their playmates, of course. But that isn't the big thing. The big thing is that Compton's with all of its simple learning and pictures, broadens their vision, deepens their understanding, and gives them their first flying start at the success which means so much to them in the years to come.

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Please check in the ages of your children so we can send sample pages most interesting to them.

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One Hour . . .

from Package to Table

HAVE you heard about the new quick setting gelatin dessert that sets much faster than any you've used before?

It's called Royal *Quick Setting* Gelatin Dessert . . . and it's made by the makers of the famous Royal Baking Powder.

You know how long prepared gelatins ordinarily take to set . . . a number of hours. Even then they sometimes fail to jell.

This new Royal Gelatin Dessert is ready to unmould in half the usual time. And with modern electric refrigeration the time can be shortened to an hour or much less.

What a convenience! You prepare it in three minutes . . . along with the rest of the meal. At dessert time it's ready to serve—firm, yet tender . . . sparkling and quivery.

Surprise your family tonight with this convenient, delicious dessert!

• • •

In the red box—the same color as the Royal Baking Powder can. Five delicious flavors: Raspberry, Cherry, Strawberry, Lemon, Orange.

Furnishing the Whole-Family House

(Continued from page 23)

uneasy sense of confusion which destroys tranquility. Use your imagination in arranging groups of furniture. If you sit in the club chair do you find that the nearest lamp is six feet away? If your husband usually sits on the davenport does he have to get up and cross the room to the desk for his pipe before he can settle down comfortably? Room groups should be arranged so that one can read in the comfortable chairs without moving things about to make it feasible, and the groups should be inter-related so that the chairs which are most frequently offered to guests are not isolated, but are close enough to others to make a natural group, encouraging conversation in the room.

The most important accessory, both from the point of view of comfort and of decorative value, is the lamp. The ceiling lights of five or ten years ago were harsh and unflattering both to the occupants and the furnishings of a room. These are being replaced more and more by lamps, because lamps may be placed to emphasize the best features of a room and to contribute most effectively to the comfort of its occupants. Also the lamps may be changed about occasionally to give new interest to the room. The average living room requires from three to five lamps to light it adequately. Of these, at least one should be a floor lamp. In Colonial or informal rooms, the wrought-iron or polished steel lamp with the old-fashioned oil-pot is an appropriate type. Lamps which simulate the kerosene lamp, with glass chimney and an adjustment which allows for bright or dim light, just as did the turning of the wick up or down in the old-fashioned lamps, are much in vogue. For more formal rooms, brass standards in dull English bronze finish are suitable. If both a bridge lamp and a floor lamp are used in the same room, they should be of the same material and of similar design. Indirect lighting lamps, which throw the light upward, are popular floor lamps this season because they give excellent light without eye-strain. These lamps may be had in metal finishes for living rooms or in colors for use in bedrooms. It is interesting to use lamps in pairs and there are many points in a living room or a bedroom where this may be done to advantage. Matching lamps on bookcases or console tables at either side of a room may be of colorful pottery or glass, of the French decorated tin (Tole) which is popular now, of pewter, of brass, or of painted wood composition. In pottery, vase types or squat bowls are most attractive. The urn type and the column type of lamp base are popularly used with furniture of the eighteenth century, which is in most general use now. Desk lamps of the student type should match the metal of the floor lamps, and, with a pair of table lamps supply the necessary note of color. This completes the lighting facilities in the average room.

Tapestries are high in decorative value and are not as frequently considered in the solution of problems of decoration as their decorative qualities warrant. Excellent modern tapestries which illustrate Arthurian legends and other romantic stories may be purchased without great expense. Large expanses of light wall space are most effectively treated with some sort of decorative fabric. If tapestries are beyond your budget, you may use a needlepoint piece, embroidering it yourself with a similar story. Or a panel of Crewel embroidery on linen, or a richly colored print or chintz will serve the same purpose.

Every room needs about half a dozen sofa pillows for color and comfort. An unusual set of four pillows consists of one in each of the bridge-symbol shapes (heart, diamond, spade and club), and each in a different color. Another pillow which adapts itself to almost any room scheme is a tailored, box type made of a striped fabric in several shades of green, or of gold-to-brown tones. One of these shades is certain to be right for your room and the others blend with it.

Don't neglect your fireplace when you are making your room livable. Some consideration of the period of your room should be made before selecting andirons and accessories for the fireplace. Those of either the Colonial period or the Georgian era in England are suitable for the rooms most of us live in now. For the Colonial or informal room, wrought-iron with heads of brass are popular, and for the Georgian or eighteenth century room, antiqued brass, with dull English finish, is in favor. Andirons and matching firesets, consisting of a stand with poker, tongs and shovel, are essential, while fire-screens to match are a necessity if you have a real fireplace. China cats

LET us help you with the furnishing and decorating of your home. Houses where there are children present many practical problems when it comes to selecting furniture, wall or floor coverings, redecorating, and so forth. Tell us your problems—big or little—and we will be happy to assist you. Address Home Consultant, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y., enclosing stamped, addressed envelope for reply.*

are frequently used on hearths, and quaint fireplace equipment, reminiscent of the days when cooking was done over the open fire, are charming additions. Of these the toasting forks and trivets of wrought metal are most popular. Wood-boxes of carved oak or of hammered brass are an addition to the fireplace equipment, and if you do not use your fireplace these may be used as a convenient place for the children's toys.

Clocks are necessities which may also be pleasing additions to the room scheme. Grandfather, or hall clocks, are returning to favor. There is a smaller version of this type of clock which is suitable for the apartment or small house. It is known as the grandmother clock. A clever novelty clock, for the desk or mantel, is a miniature clock of this type which stands only a few inches high. Electric clocks are efficient and are gaining in popularity. They are automatically wound and regulated by merely plugging them in on your electric light outlet and they may be had in any of a variety of styles.

Mirrors, like lamps, may be used in pairs, and they contribute much to the appearance of a room. If your room is small, a full length mirror advantageously placed, will give an astonishingly increased sense of space. Colonial mirrors with mahogany frames, or the simple Queen Anne type with walnut, or a lacquered Chippendale frame, are best for the early American or the eighteenth century English room, respectively. Mirror wall sconces with lights behind them are effectively used in many rooms when they are placed low and are well spaced.

NOTHING is so indicative of good, or of bad, taste as the selection and arrangement of pictures. There is no other decorative accessory which will make as lasting an impression upon your children as the subjects of the pictures with which they live. It is better to depend upon tapestries, wall hangings, mirrors and wall light to break up wall spaces, than to hang mediocre pictures. Good etchings are always interesting and those of famous buildings, old-world cathedrals and historical street scenes will be of real interest to your children as well as to the adults of the family. Etchings of various species of trees and breeds of dogs are now in favor and are both decorative and instructive. Botany prints, which have been used for several seasons, continue to be popular and a new version of these are single flowers painted on black glass. They are very effective when arranged in groups of three or four on a large expanse of wall. Silhouettes, much used in colonial rooms, are also arranged in groups and this treatment is favored in covering a large wall space in preference to one large landscape, for example. These groups of pictures should always be in keeping with the spirit of the room. In rooms where heavy, dark furniture is used, that is, furniture of a rather masculine type, hunting or coaching prints are often used in this way, grouped as a

(*Turn to next page*)

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But that's not the only reason why Colgate's is the ideal dentifrice for little folks. It keeps their tiny teeth thoroughly clean . . . with absolute safety, too, because Colgate's contains absolutely no medication that may upset their systems, no harsh abrasives or strong antiseptics which may injure delicate tissues and enamel.

Colgate's cleans with a *washing* action . . . its sparkling, bubbling foam sweeps over teeth and gums, surging down into tiny pits and fissures where food collects and where ordinary toothpaste cannot reach. It purifies and refreshes the entire mouth . . . polishes the teeth brilliantly, *safely*.

Important! Colgate's contains no drugs or medicaments which may derange the bowels or upset the digestion. This is a factor of prime importance with young children, as many mothers can testify.

More dentists recommend Colgate's than any other toothpaste . . . be guided by their advice, which is based on twenty-six years of experience with this wonderful dentifrice.

FREE: ***to Mothers—This makes Toothbrushing a Game!***

"The Way to Happytown" is a delightful little book about the adventures of Bob and Betty on the Way to Happytown. In it is a toothbrushing chart which appeals to the child's play instinct . . . and offers a *reward* for brushing teeth regularly. It is approved by educators and helps you to teach your children the clean teeth habit. Mail the coupon and get this book—free—with a free trial tube of Colgate's.

Colgate, Dept. M-898, P. O. Box 375, Grand Central Post Office, New York City.
Gentlemen: Please send me "The Way to Happytown" and free trial supply of Ribbon Dental Cream for_____children.

Name_____ Address_____

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Mother's first aid

HOW many times a week do you have to drop everything to be the family nurse?—Father cuts his finger, little brother bumps his head, baby lays his hand against the hot stove, sister develops a terrifying cough from going out without rubbers. From morning until night you never know what little hurt or big mishap you'll have to treat.

"Vaseline" Petroleum Jelly is your First Aid. Put it right up front in the medicine chest—keep a jar on the kitchen shelf—teach the children where to find it and how to use it. Think of "Vaseline" Petroleum Jelly first of all for every minor emergency.

And remember when you buy that the trademark Vaseline on the package is your assurance you are getting the genuine product of the Chesebrough Mfg. Co., Cons'd, 17 State Street, New York.

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FOR

minor cuts	**burns**
scratches	**scalds**
bumps	**blisters**
bruises	**chafing**
frost bites	**head colds**

throat-irritations

Furnishing the Whole-Family House

(*Continued from page* 51)

series. Pictures of famous race horses are having a vogue and are frequently used above the fireplace. "Ancestor portraits," not necessarily of a member of your own family, but of a man or woman of another period, lend dignity and interest to a room.

The need for touches of color in furnishing may be effectively supplied by pieces of pottery. For the home where there are children, the crude types of pottery are most appropriate as they are heavy, not easily overturned and not too valuable. Of these crude types, some of the most effective pottery I have seen is made by the mountain folk of North Carolina. This pottery is in attractive; simple shapes and in deep, rich colorings of green, gunmetal or orange-brown. Some inexpensive imported pottery comes from Germany and is effective in burnt-orange tones and in a speckled, canary yellow. Another pottery, which takes an especially rich, smooth glaze, is made in Holland and is at its best in a dull black or in a clear yellow.

PEWTER is the metal of the hour and one might almost be arbitrary enough to say that no living-room is complete without at least one piece of this effective metal to adorn it. Pewter is no longer confined to the colonial room, for modern pewter rivals the old in popularity. For the early American room, the more crude types in dull or antique finish are most appropriate, of course, but the bright-finished modern pewter is also simple and classical in design and suggestive of silver in the way in which it is finished. Candlesticks, bowls, vases, pitchers, and odd pieces for the dining table are popular favorites in this ware. Its dull gleam adds distinction to any mantelpiece.

And when you are considering the little things to supply charm in your home, do not skip over the children's room in this regard. A future article on the child's own room will deal with these accessories.

Motion Pictures

(*Continued from page* 30)

THE SONG OF LOVE, with Belle Baker (*Columbia*) — Another vaudeville team — mother, father, and little boy—break up so mother can give boy good school environment and father can team up with a blonde. Sentimental songs by mother, depressing performance by Ralph Graves as father, extraordinary work by David Durand as the boy—and final reunion. All talking. (E) *For A:* Mediocre. *For Y:* Fair. *For C:* Passable.

THEIR OWN DESIRE, with Norma Shearer (*M-G-M*)—Unwholesome and trashy picture, showing two generations of sex appeal—father left mother for an adventuress, and daughter rather outdoes him. The slangy, wisecracking dialog—brazen defiance of convention by young hero and heroine—conduct planned to be "shocking," supposed to typify and glorify "modern youth." All talking. (E) *For A:* Might be well to see it. *For Y:* Thoroughly unwholesome. *For C:* No.

THIS THING CALLED LOVE, with Constance Bennett and Edmund Lowe (*Pathe*)— Sophisticated story, thoroughly suggestive but avoiding coarseness and vulgarity, tending to show that marriage is a failure if love comes into it. Much impertinence and absurdity. All talking. (E) *For A:* Hardly. *For Y:* Better not. *For C:* No.

A *New* Kind of Underwear for Your Youngsters

Tiny tots, reaching out for life with eager little hands, need plenty of sun and air...need this new kind of underwear that the sun's golden warmth may reach their bare skin...need the precious Vitamin D that is stored in every ray.

DR. LEWIS HEALTH TOGS for Children are scientifically designed to give the body plenty of air and sunshine... perfect freedom of movement...and protection against exposure. Fashioned of dainty printed and plain white fabrics, they launder easily and well and are as good for play suits as for underwear.

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MRS. HELEN RIDGWAY, McLoughlin Mfg. Co., Indianapolis, Ind.

I enclose 50c. Please send me a suit of DR. LEWIS HEALTH TOGS for a child.....years of age (ages 2–8). I prefer plain white / printed fabrics.

Name.....

Address.....

Dealer's Name.....

HOME MOVIES

By Louis M. Bailey
Amateur Cinema League, Inc.

Child Film Stories

PARENTS who are home movie makers probably begin the ciné recording of their children with a series of animated portrait studies. These first pictures are all precious, of course, and grow in value as the years pass. But it soon becomes evident that these various scenes are unrelated, that they tend to be sketchy and that something is missing which, if present, would increase their interest and charm, not only for others but for the parents as well. It is at this point that the old-time filmer recommends the trial of a simple film story, revolving around the children.

Nor is this forward step a difficult one. As an example of the way in which the plan to make every picture of your children tell a story works out, it may be helpful to tell something of the experiences in this regard of D. C. McGiehan, a textile engineer of New York City. He made his first film story when his daughter was fourteen months old. It was entitled *Her Typical Day*, taking the baby from her awakening through the bath, breakfast, and other events of a very young lady's life. Humor was given to the film by placing the child in a setting of an eighteen-year-old débutante and some of the scenes, such as the call of a suitor, two years old, were delightfully amusing.

When the baby attained another month it was decided that she was old enough to play the title rôle in *Little Red Riding Hood*, and the result is one of the most charming child studies I have ever seen. The wolf, by the way, was played by a pet Airedale.

LATER films include a golfing story, the child's first fishing trip, and a mild melodrama in which she is rescued from a kidnaper. Every film which the McGiehans have made of their daughter tells some simple but interesting story, whether the pictures are of her Christmas, her birthday, her summer at the shore, in the mountains, or whatever the setting, costume or mood. Most of these pictures are only one hundred feet long. Many of the titles were merely lettered on a child's blackboard with chalk, harmonizing with the atmosphere of the pictures. Nor did the problem of securing the desired action cause difficulty. Mr. McGiehan reports that he found the secret of success in putting it all on the basis of play rather than coercion, and in planning shots so that intricate action was not required.

Every parent can make simple film stories. The additional thought is worth while. Added pleasure through the years is the reward.

For Mother's Convenience!

THE new Heywood-Wakefield baby carriages have many conveniences which mothers will appreciate. On six of the de luxe styles there is an attractive Baby Vision Mirror fitted into the front of the carriage. This new, serviceable feature enables the mother to see her baby while she is wheeling the carriage (as shown in the illustration above). There is no need to stop, put on the brake, and then walk around in front of the carriage to see if the little one is comfortable. . . Another useful feature to be found on many Heywood-Wakefield carriages is a roomy storage pocket inside the carriage to hold the baby's bottle, small packages, etc. . . . Ask your dealer to show you these beautiful baby carriages (with the red hub caps), which have been designed for mother's convenience as well as baby's comfort.

Send 6 cents to Heywood-Wakefield Company, 209 Washington Street, Boston, Mass., for a copy of our new edition of "In the Life of a Baby," a helpful book for new and prospective mothers.

Heywood-Wakefield
makers of
Baby Carriages
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Unseasoned
Strained
Ready-to-Serve

for baby

GERBER'S Strained Vegetables are scientifically prepared for the daily vegetable supplement to baby's milk diet. No salt, sugar or seasoning of any kind is added to the choice, fresh vegetables used in preparing the Gerber Products. Each product is strained to the smooth, even texture prescribed by most doctors. Each product is specially cooked and is ready-to-serve when seasoned as your own individual feeding problem requires.

Convenience and Wholesomeness

To the mother confronted with the daily task of preparing baby's strained vegetables in the home, the scientifically prepared, tested and approved Gerber Products offer hours of freedom from tedious kitchen tasks. And the rich mineral salt values and Vitamin A, Vitamin B, and Vitamin C that are partially destroyed under ordinary methods of home preparation are conserved in the maximum degree for baby by the Gerber steam-pressure process. Each product is steam-pressure cooked—sealed and steam-sterilized. Your doctor will gladly explain why the Gerber Products are best for baby. Consult him for the personal counsel that will insure the most effective variety for your own baby.

Special Introductory Offer

Gerber's Strained Vegetables are available at many leading grocers throughout the United States. If your own grocer is not yet able to supply you, send us today the coupon below with $1.00 for our complete introductory assortment—or order such single products as you wish. Postage prepaid. *In Canada, Complete Assortment Only, $1.10—Canadian Currency or Money Order.*

Free samples on request to Physicians or Hospitals.

Gerber's
STRAINED VEGETABLES

SEND THE COUPON TODAY—A WEEK'S SUPPLY

Gerber Products Division, *Fremont Canning Co.*, Fremont, Mich. Dept C-9. $1.00 Complete Assortment —Enclosed find money or stamps for Assortment or for Gerber Products checked

15c	15c	15c	15c	15c	15c	15c
Strained Vegetable Soup	Strained Spinach	Strained Carrots	Strained Prunes	Strained Peas	Strained Tomato	Strained Green Beans

Name.....

Address.....

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My grocer is.....

Father Goes to School

(Continued from page 22)

infant at home, give, in concise, forceful English, a four-minute talk on the reasons why the fourth grade had chosen for study "The Evolution of a Book."

At the conclusion of the half-hour assembly program Father's pleasure and parental pride were so visibly stirred that he was amenable to the principal's suggestion that he drop in to observe Billy's class at work. "Won't the kid be embarrassed?" he asked. "I can remember how I used to be mortified to death when my folks showed up at school." "Not in the least," the principal exclaimed. "He will be delighted. He has the same pride in this school that you would have in a new power plant. You watch."

"Well, after the way in which Billy got away with his speeches in the assembly, I can believe almost anything. Do you know, I honestly believe that when I went to college, I could not have done what my youngster did this morning?"

"Probably not," the principal agreed. "No more than you could have managed the bond issue that our student body put across to finance the construction of bleachers on the athletic field. By the way, Billy represented the Lower School on the Finance Committee. While Billy doesn't shine especially as a student, and I doubt if he ever will, he is outstanding in the school as a leader."

"I am glad to hear that," Father replied. "I want Billy to stand well in his class, but executive ability is tremendously important nowadays."

"Yes, and the school should do everything it can to develop Billy's latent qualities of leadership," the principal agreed. "It is this quality that enables men to get ahead in these days of specialization and competition. In this respect the new school surpasses the old, since for the first time in the whole history of education we are beginning to utilize the perfectly obvious fact that not all children are alike. Instead of trying to make them travel the same road, we map out many routes, in the form of rich and varied experiences, so that we can guide children in choosing the one best suited to their abilities."

FATHER shook his head doubtfully. "Children don't learn discipline nowadays the way they used to," he protested. "You are too easy with them. When I went to school there was none of this 'choosing' business, none of this talk of freedom and self-expression. We learned to do as we were told."

They were nearing Billy's room.

"Suppose we examine the evidence," the principal suggested, "before you decide whether there is anything more important than learning to do as you are told. Possibly, watching Billy's grade for a few minutes may throw some light on the question."

As they entered the large sunny room, with its bright chintz curtains and flower boxes, its window seats and painted tables, Father had a vague feeling of strangeness. Billy ran over to meet them. "Come on, Dad. Let me show you what we have been doing."

Father, however, was looking curiously about the room. "This place seems to me more like a cross between a museum and a sun parlor than it does like a school," he said.

Father pointed to a group of children in the front of the room. "Hadn't you better go back to your class, Billy? Where is your teacher?"

"Miss Emerson? Oh, she is still in the auditorium. We go on with our work just the same whether she is here or not."

"You don't seem to be going on with yours very fast, Billy," said Father. "Are you and the others back here at the tables in disgrace? Why aren't you reading, too?"

"Why, you see, Dad, while this is all fourth grade, we read in groups, since some read faster than others. The first group in reading now. I am in the second."

"I see," observed Father, without enthusiasm. "Not a bad idea. But what I should like to know is why aren't you in the first group?"

"I'm going to be," explained Billy. "Miss Emerson says if I work hard and read a lot at home I may be able to make the first group by the end of the month."

"Well, you'd better get busy," said Father. "We'll start in tonight. What do the rest of you do while the others are reading?"

"Well, just as you came in, I was working on my practice exercises in arithmetic so I can get better scores in the standard tests," explained Billy. "I rank about tenth in the class. These other children are working on whatever they need to do. Charles is below in his spelling. Bobby and Alfred are reading. I think the others have their work caught up because they are working on the book."

"What is the book, Billy?" Father asked.

"We are collecting everything we have learned about records and making it into one big book for the library. Come on, Dad, let me show you the whole works. I don't think Miss Emerson would mind. We have been busy for over a month on records and you can't learn it all in a minute."

BEGINNING with the prints in water color, Billy carefully explained to his father how each child had painted his own idea of the slow upward struggle of man to preserve for posterity a simple record of his achievements. From the crude heaped-up stones of the cairn through the successive stage of pictograph, hieroglyphics, scroll, and manuscript, to the discovery of printing and modern presses, he told his father in simple vivid language the story of the race. He

proudly displayed the clay tablets, covered with hieroglyphics, that the class had made, recounting briefly the meanings of each cryptic inscription. He exhibited the wool pulp they had prepared and insisted that his father read in the note books the accounts of trips to paper mills, their story of the printing of a modern newspaper as the class observed it, besides further accounts of what they had learned from museums and libraries. Holding up to his father a hornet's nest, Billy remarked, "I got this out of our garage, Dad. You see the hornets were the first papermakers."

Father learned, as he went on, that the school shop was not a place where carpenters and printers were trained, but existed to teach children respect for all constructive, manual work, to teach them processes, and useful forms of skill; that it was a workshop where the children built shops, stockades, birdhouses, windmills, stage settings, clocks, and innumerable other articles that gave concrete expression to ideas acquired from experience and reading.

WHEN the trip through the building was finished, Principal and Father returned to the office. Father to ponder what he had seen, the principal to receive the bombardment of skeptical questions, which he knew was likely to follow.

"When do these children learn to add, subtract, multiply, and divide, to do fractions and percentage?" Father demanded.

"The simple fact that they can do all these things is proved by their standing in standard achievement tests. We are constantly checking up in the fundamentals. Whenever Billy falls below the standard in arithmetic, for example, he is given special coaching and drill until he catches up," was the principal's answer.

"What do you mean by standard achievement tests?" from Father.

"Not the teacher's standard, but a standard that has been developed scientifically by experts in tests given to thousands of children in a dozen cities," the principal explained.

"Now, isn't it true, Mr. Principal," insisted Father, "that you feel it necessary to interest the children, to sort of sweeten up this educational porridge, so the youngsters won't see how really bad it sometimes tastes?"

"Not at all," objected the principal. "But we do maintain that every child is entitled to a worthy motive for work. When such a motive exists he will work to the very limit of his strength to master a task with the highest degree of thoroughness of which he is capable. In other words, he works with a driving purpose, just as you do. We try, with all the technique we are able to command, and under the most careful guidance, to make our pupils want to work, and to work for mastery."

Billy's father rose to go. "Thank you," he said. "You've taught me a great deal about new ideas in education and they sound good to me. There are a lot of us fathers who need to go to school just as I have this morning."

Style L. U.
(At left)
Bleached, combed yarn, button-front Waist suit, pearl buttons, trunk leg. Sizes 2/3 to 12/13. Retails at 75 cents.

Style Joy
(At right)
Girls' bleached step-in waist suit, band top, trunk leg. Sizes 2/3 to 12/13. Retails at 50 cents.

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FOR EVERY SEASON

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Whether you prefer light, soft knitted fabrics in cotton, cotton and rayon or in fine quality nainsook, you can find plenty of Nazareth styles to suit boy or girl in sizes 2 to 12.

Ask your retailer to show you these new Nazareth styles. Look for the Nazareth label on each garment. If your retailer cannot supply you, write to us, mention his name and we will see that you are supplied.

Catalog sent on request

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Style Joy B
(At left)
Boys' lightweight, ribbed, bleached, button-front, waist suit. Trunk leg, side tapes, pin tubes. Sizes 2/3 to 12/13. Retails at 50 cents.

Style 271
(At right)
Boys' taped waist suit, nainsook 72 x 80 double seat, pearl buttons, trunk leg. Sizes 2/3 to 12/13. Retails at 50 cents.

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Mother, keep your baby safe

from loose pins and buttons

Vanta

Baby Garments

No Pins No Buttons

PROTECT the tender little body. Keep Baby safe from pricking pins and twisted buttons, and danger of swallowing a pin or a button. Vanta Baby Garments tie with dainty bows of twistless tape, making them always comfortable, never too tight nor too loose, adjustable as baby grows. No turning or twisting to dress him so safely in the softest, downiest Vanta Quality Garments and Hosiery that Mother-love can desire.

DOCTORS and nurses everywhere recommend Vanta which originated the idea of dressing babies without pins and buttons for the first two years. Every prescribed weight of knitted fabrics in silk, wool, linen mesh, rayon, sase, cotton, fashioned so carefully for tiny bodies. Every Vanta Garment is guaranteed non-shrinkable, always giving perfect protection.

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After Baby is two years old, Vanta Self Help Garments, bearing the Red Heart label, make it easy to teach him to dress himself, thus saving Mother's time, and at the same time training Baby's mind.

Ask your store for the original Vanta Garments. If you cannot get them write EARNSHAW KNITTING CO., Dept. 362 Newton, Mass. In Canada, write to J. R. Moodie Co., Ltd., Hamilton, Ont.

FREE TO YOU

Vanta Pattern, also "Baby's Outfit," a book of 64 pages on care and dressing of babies.

Earnshaw Sales Co., Inc.,
Dept. 362, Newton, Mass.

Without charge now or later send pattern and full instructions for making the new Vanta square-fold, pinless diaper. Also Baby's Outfit book and illustrated catalog, all in plain envelope.

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Address.....

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Whiter Than Snow

(*Continued from page 28*)

pesky figgers come right today, dearie?" Jinny nodded.

She went into the house. She tried slipping through just a crack in the screen-door. But it didn't do any good. Right with her it went, down the passage to the kitchen.

There was a wonderful smell in the kitchen. Cookies, puffing up brown and fat in the oven. Gran'ma was washing the pans at the sink. The light shone on her sleek black hair, with not a thread of gray in it. She turned and smiled her rosy smile at Jinny.

"Just one before supper, honey," Gran'ma said, holding up her arms and shaking suds off her crinkled hands.

"I—don't want any," muttered Jinny.

"Don't want a cooky!" cried Gran'ma. "My land! you're not sick, are you?"

"Lemme dry the pans, Gran'ma," pleaded Jinny.

"Now you run along, child. Have some play, while I get supper."

"Miss Fuller'll be late, Gran'ma."

"Well, I'm glad *you're* not one of those keeping her after school, honey."

"Jinny," Gran'ma exclaimed a little later, "I can't do a thing with you under my feet every minute."

Supper was at last on the table.

"I declare, that child looks pale," Gran'ma said, "Drink your milk, Jinny."

"Gran'ma. Let's go to prayer meeting," begged Jinny.

"Prayer meeting! Why, this is Friday."

"But isn't there a rayvival?"

Gran'pa put down his teacup with a clatter. "Now see here," he said in the voice everybody minded, "I'll not have that child taken up to those meetings again. She gets all wrought up wondering if she's a sinner."

Gran'pa and Miss Fuller laughed. Gran'ma buttered a piping hot muffin and gave it to Jinny. Jinny sat and shivered and couldn't eat the muffin.

"Jinny did splendidly in her number work today." Miss Fuller beamed. "She got her table right, so she can go with me tomorrow."

Jinny squirmed. "Gran'ma!" she cried. "Let's not stay home tonight. Let's go see Miss Johnson after supper. *Please*, Gran'ma!"

"No," said Gran'ma, "my feet hurt me."

"Oh dear!" whimpered Jinny.

They wouldn't let her wipe the dishes. Miss Fuller wiped them, and she and Gran'ma actually laughed and talked.

"Run away, child, and play," they said.

Jinny and the big lump that was in her throat went into the sitting room. Gran'pa had made a little fire that crackled merrily, and he sat in the squeaky rocker, reading the Evening News. Jinny zigzagged over to the window. She pressed her face against it. But far up there in the sky, God was watching, blinking his stars at her.

"Che-e-e-at," went the wind through the trees.

"Oh, dear!" sobbed Jinny.

"Now see here," said Gran'pa in his mind-me voice, "you come here to me, and I'll unbutton you, and then you hop right into bed. You're all tired out."

Jinny meekly turned her button side toward him. She loved his hands fumbling down her back, the little spat he gave her when he finished. "Will—will you come and hear my prayers, Gran'pa?

Jinny looked back at his white head under the lamp, out in the hall, the stairs led up into blackness and her candle made little flickerings on the wall.

"Uh-huh," said Gran'pa, his nose again in his paper.

Jinny took off her clothes and hustled into her "nighty." Then she padded to the head of the stairs.

"I'm ready Gran'pa."

She could hear him put down his paper. She heard the chair creak as he got out of it. He was stumping up the stairs.

"Well, well," said Gran'pa. He sat down on the edge of the spool bed, and the candle, bowing and nodding on the bureau, made his eyes shine.

Jinny knelt at his knees. "Now I lamie," she prayed. What if she did die before she waked? How awful sad! What if God wouldn't take her soul, now? He might not want it.

"And make me a good girl," Jinny finished.

"In you go," Gran'pa tucked the bedclothes about her and blew out the candle. "Sleep tight."

"Oh, Gran'pa," gasped Jinny. "I—I——"

"Eh?" The old man looked back from the dark stairway.

"Leave it open, will you, Gran'pa?"

"What you afraid of, dearie? You snuggle down and go to sleep. You've been restless all evening."

Jinny tried to snuggle. But the bed didn't fit. How white the sheets were! Whiter than—than—— The moon looking in through the window was white too. It pointed a long white finger straight at her. Jinny rolled over on her side. Her legs felt cold, but her pillow was quite hot. Something heavy ached and hurt her. She rolled over on her other side. They were talking downstairs. She heard Miss Fuller laugh.

Miss Fuller hadn't laughed when she told about the naughty boy. . . a little word—like silk tearing.

Jinny pulled the bedclothes over her head. She couldn't breathe. She sat up. A little wriggling thing here inside her thumped and choked her. She was crying now. A big sob—it seemed to tear her right in two; then another, faster—faster. If she should die before she waked.

Jinny tumbled out of bed. She scuttled down the stairs. "Oh! Oh!" She ran wailing through the sitting-room door. Gran'pa, Gran'ma, Miss Fuller rose to meet her.

"I can't stand it!" Jinny panted.

Gran'pa caught her and put her on his knees.

"Why, what's the matter?" everybody said, and Gran'ma and Miss Fuller crowded around.

"Oh! I gotta tell you. I did a sin. I cheated like the little boy. I can't stand it! I can't stand it!"

Gran'pa said: "Now, now."

"There, there," said Gran'ma.

"Tell us all about it," said Miss Fuller.

Jinny was crying so hard, she couldn't tell right away. But Gran'pa held her firmly on his knee. And Gran'ma patted her, and Miss Fuller smiled kindly and helped her wipe her eyes.

"So—so—" Jinny sobbed it out at last, "I'd never heard of doing that—before—and I didn't like the fours—and I had four times nine equals thirty-two—and I just made it equal thirty-six, when—when Miss Fuller read it off."

She fell back spent and quivering against Gran'pa's vest buttons.

Three grown-up faces looked at her gravely. Gran'pa squeezed her tight. Gran'ma said: "Well, I declare!" And Miss Fuller wouldn't let her lips smile.

"Why don't you say Glorytogod, Gran'pa?"

"I'm saying it," said Gran'pa. "Well, Miss Fuller?"

"Bless her little heart!" exclaimed Gran'ma.

"Why Jinny," Miss Fuller gave a little laugh, "of course it was bad to cheat. But I know you won't do it again. And you've been so brave to tell about it, I think we'll just forgive it."

"Oh!" Jinny was washed very white indeed.

Now then, Miss Fuller said, they'd get a pencil and some paper, and they'd go through the fours, and she just knew Jinny would get them right. And she did, sitting on Gran'pa's knee, with Gran'ma beaming at her, and Miss Fuller softly laughing as if four times nine were the pleasantest thing in all the world.

"And, Jinny," said Miss Fuller, "about tomorrow. I don't see how I could possibly go to town alone. Is there any little girl——"

"Ooh—ooh!" Jinny squealed. And because she was now as light as a feather, Gran'pa carried her back upstairs. "I feel so happy, Gran'pa."

"'Course you do."

"It—it doesn't hurt now, Gran'pa."

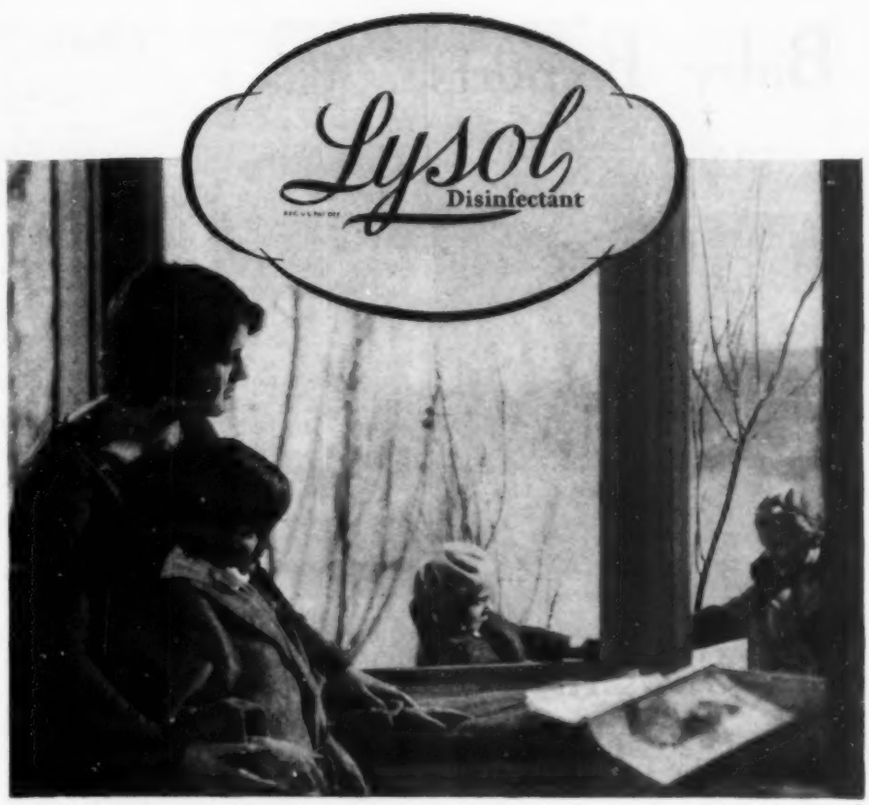
"'Course it doesn't. You snuggle down and forget all this." Gran'pa pulled her nearest pigtail. "Where'd you learn that word 'cheat'?"

"At school," said Jinny.

"Humph!" Gran'pa gave her a kiss that tickled.

And she didn't die before she waked, for next morning Jinny and Miss Fuller started gaily off to town. It was just as she thought it would be, only better. She skipped along the sparkling road beside Miss Fuller. When the Interurban stopped at the cross-road, she and Miss Fuller scrambled on. They found

(*Turn to next page*)



"Will the others catch it *too?*"

MARY is home from school with a cold—caught from germs spread by a schoolmate. And now her mother is wondering if Mary has passed on those germs to her little sister and brother.

Only time will tell. But Mary's mother is a *modern* mother. She knows the power of disinfection. She is taking *every* precaution to protect the other children.

Mary's room is disinfected with "Lysol"; so are the toys and everything that she and the other children use together.

And before Mary goes back to school, her mother is going to find out whether the schoolrooms are thoroughly disinfected with "Lysol" at the end of each day.

While it is true that medical science is still seeking to learn more about cold germs and how to stop their spread, your doctor will tell you that the regular and thorough disinfection of places where children work and play together (whether it be the schoolroom or your living-room) is a first precaution against the spread of colds and the common diseases that every mother dreads.

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And in doctors' own families, Lux is chosen as best. Among many doctors' wives recently interviewed, 91% said with enthusiasm—"We use Lux."

These experts know that Lux contains none of the harmful alkali found in so many soaps—cannot ever cause the least bit of irritation to baby's rose-petal skin. And with Lux, there's no rubbing to shrink and harshen wee woolens!

Whiter Than Snow

(*Continued from page* 57)

a nice red plush seat, and Jinny went in first and sat next to the window. Away they went with a rattle and a toot.

At the far end of the car, the conductor appeared. He came slowly down the aisle, taking up fares.

Miss Fuller looked at Jinny. "You're so little, I don't believe—scrootch down and play you're a weeny-teeny girl, Jinny. Then the conductor won't notice you at all."

Jinny laughed. She scrootched and scrootched. She drew her legs up so they wouldn't dangle quite so far, and she sat on her hands because they didn't look very teeny. Miss Fuller knew more things to do! Such fun!

"I'll sort of hide you," laughed Miss Fuller, and she sat crosswise on the seat, hiding Jinny with her back.

"Fares, please," barked the conductor. He was a scrawny little man with an enormous mustache under his nose, and bright, funny eyes peeping out from shaggy eyebrows. He looked like a little dog hunting for bones. He stopped, sniffling, at their seat.

"One round-trip ticket, please," Miss Fuller asked.

"Huh?" growled the conductor.

"One round-trip ticket, if you please."

"You've got a child there."

"Certainly," said Miss Fuller.

The conductor nosed around behind Miss Fuller, where Jinny sat, choking down her laughter. "Huh!" he grunted, "she looks pretty big to me."

Jinny twinkled at him and scrootched down even smaller.

The conductor took out his ticket book. He punched so fiercely a little shower of punches fluttered down on Jinny. "We've had our orders about these half-fares for children, lady. Is your child under six years of age?"

"Oh, no!" Jinny bounced eagerly to her feet. "I was eight last month."

"Eight?" snarled the conductor.

"Yes. I'm in the third grade."

"Jinny, be quiet," said Miss Fuller. "I guess you want *two* tickets for this here trip," snapped the conductor with such a click in his jaws, Jinny sank back on the seat, scared almost to death, as the phrase goes. It wasn't so very funny. No, it was awful.

"You can't cheat this railroad, lady." The conductor simply tore out another ticket, and pushed Miss Fuller's money into the little box on his stomach with a tremendous shove.

Cheat. Miss Fuller had cheated, and Jinny had helped her do it. She sat very still. She knew just how awful Miss Fuller felt. Poor Miss Fuller! She'd jump up and put her arms around her and help her confess.

Jinny stole a look at Miss Fuller. She could hardly bear to. But Miss Fuller didn't seem at all unhappy. Indeed, she was laughing quite merrily.

"Such a ridiculous thing! Oh, Jinny, why didn't you keep still?"

Jinny felt as though everything had turned upside down.

"Don't it—don't it hurt?"

Miss Fuller pinched her cheek. "Say 'doesn't' it, Jinny. And there are times, child, when it isn't best to tell all one knows." She laughed.

"But—but, Miss Fuller, the conductor asked; I had to tell him right; I am eight."

"Come, child, don't look so solemn. Here's a chocolate bar," Miss Fuller smiled.

Jinny watched with horror, while Miss Fuller nibbled chocolate. How could she eat it!

"Jinny, why don't you look out the window?"

But Jinny looked instead at Miss Fuller.

"Never you mind, Jinny," Miss Fuller gave her a pat; she didn't look one bit sorry. "I'm not cross with you for telling the conductor. Only next time, better just keep quiet and let me do the talking. Sometimes you mustn't tell all you know."

That evening Jinny again found Gran'pa raking leaves.

"Ho!" he said, "Have a good time?"

"Oh, yes," Jinny lied. There were times when one didn't tell all one knew.

Pamphlets and Books

Published by THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York

How to Adopt a Child—How to select the right child for you; the methods of adopting a child; a list of reliable agencies through which they may be adopted and information on the rearing of adopted children. 25c.

Choosing the School—Questions parents should ask when choosing a school. A school catechism and a bibliography on educational methods. 10c.

Choosing the Camp—Questions parents should ask when choosing a camp. Including a camp catechism and a bibliography on camps and camping. 10c.

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One dollar will be paid for each child's saying published in this department

MARY, four years old, came into the room wheeling her doll. She motioned to her mother to be quiet as she said her baby was very sick. "I suppose she ate too much candy and ice-cream!" said her mother sympathetically.

"O, no! She ate too many carrots!" replied Mary with emphasis.—*Mrs. C. B., San Francisco, Calif.*

BENNIE had behaved badly in Sunday school. "I am surprised at you, Bennie," said his teacher, who had turned just in time to see him slapping a little girl. "No gentleman would strike a lady."

"But a lady wouldn't tickle a gentleman either," was Bennie's self-explanatory reply.—*A. C. H., York, Pa.*

LITTLE Louise had a mother who believed in teaching her daughter to sew and cook. Louise was an apt pupil with her needle and turned out neat work. She went with her mother to see a friend's new baby, and gazed in speechless awe at the tiny little hands and feet. When asked by the mother what she thought of the baby, she replied, "It's beautifully finished—even its ears are hemmed!"—*Mrs. F. J. R., Carlsbad, Calif.*

JAMES had been called by his various nicknames like Jamie, Jimmie, Jim etc., besides darling, pet, precious and similar names, by various members of the family, which happened to be a numerous one. One day a visitor asked him his name.

"Well, everyone calls me by a different name, but my maiden name was James."—*M. Z., Kansas City, Mo.*

THE teacher was trying to illustrate the outcome of laziness and idleness. She drew a terrible picture of the habitual loafer, the man who hates work, and his ultimate fate.

"Now, Tommy," she said to one of the pupils who had been gazing out of the window and whose mind was far from the lesson of the hour, "tell me who is the wretched individual who gets clothes, food and lodging and gives nothing in return?"

"I know, teacher! It's my baby brother!"—*L. A., Columbus, O.*

LEONARD aged four was learning arithmetic while his mother helped him dress.

"How many feet has the cat?" asked mother helping with a shoe.

"Four," said Leonard.

"Yes," said mother. "Two at the front and two at the back. What do two and two make?"

"That makes it stand up. Where's my other shoe?" said Leonard.—*Mrs. S. P. C., Pender Island, B. C.*

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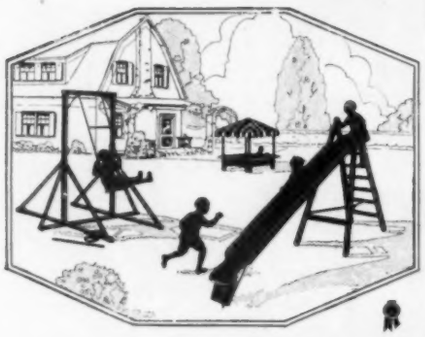

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How to Meet Adolescent Doubts

(*Continued from page* 13)

the face of new experience, and without it we should not be led to think through this experience which *must* be assimilated. It prods us on to a more adequate interpretation of our experience; it is divine discontent with the formulas and dogmas which were evolved to interpret experience before the new ideas came within our ken.

But doubt, if it is to serve its purpose, must eventuate in conviction. One does not progress unless the foot that was in the air lands somewhere in a forward direction; that is, in the direction of annexing the new territories of thought. Very often, as we know, a man with his foot poised in the air may put it down *behind* him. This also happens in religion. A boy or girl is led to doubt the parental faith only to reach a conviction more conservative than that of the parents. Doubt does not guarantee progress. Sometimes, though rarely, a man may remain with the one foot poised; but he does not accomplish anything while doing so. Similarly, doubt when cherished as a fixed attitude is unproductive. What really happens is that the man or woman who espouses the attitude of "suspended judgment" in religion is moving ahead with *some* convictions, though they may not be made explicit. Conviction is the foot on the ground, either in its old position or a new. We progress on our convictions, not our doubts.

CLEARLY, then, doubt is valuable *as a means to an end;* and proves its worth only when some larger conviction is reached that embraces more of our experience. The task of the parent in treating adolescent doubt is first of all to uncover the sources of the particular doubt. One of these is conformity to the convictions of a skeptical group of companions. Very often an adolescent doubter is simply accepting uncritically his group's blanket criticisms of tradition. A college class was once voicing unanimous contempt for fundamentalism when challenged by the liberal professor to state the reasons for rejecting the fundamentalist position. They did not even know what this position was, but they knew it was untenable! This sort of skepticism merits the severe condemnation which it receives, on very different grounds, from the conserver of tradition. Some doubts are merely defenses for uncritical acceptance of a conventional "liberalism." What should a mother or father do in this case?

To meet this type of heresy with condemnation is merely to confront superficiality with superficiality. A few penetrating questions regarding the reasons for the doubter's skepticism will serve to expose the shallowness of his intellectual conventionality. Parents must go further. This is their great opportunity. If they can show that they understand, better than the boy himself, the basis of his skepticism, they win his respect, and gain a prestige which adds force to subsequent discussions. They also find themselves equipped to enter sympathetically into the task of helping him through his doubt to a larger conviction. How can they secure this grasp of the really serious grounds of his conventional doubting? Obviously, they must go behind the fashionable skeptical movement to its founders and learn their reasons for rejecting the traditional doctrines. Behind the conventional evolutionism of the modern educated group stand Darwin, Huxley and Spencer. Behind the rejection of the literal interpretation of the Bible lie the works of critical Biblical historians like H. P. Smith and Harnack and McGiffert. Rejections of belief in God rest upon such arguments as those found in careful truth-seeking books written by such men as R. W. Sellars, M. C. Otto and Bertrand Russell. These are the men who have toiled intellectually to seek new substitutes for old faiths before the new ideas became conventions. To such as they parents must go to learn the sources of a skepticism which no longer knows clearly its own foundations. If this seems a hopeless undertaking for the busy heads of a family a ray of hope may be found in the fact that good summaries are available which state the views and arguments of the leaders of thought in compact form. For instance, on Darwin, Huxley and Spencer, read THE INFLUENCE OF DARWIN ON PHILOSOPHY, by J. Dewey; on the development and implications of biblical criticism read THE MODERN USE OF THE BIBLE, by Harry Emerson Fosdick. The most readable statements of the atheistic position may be found in RELIGION COMING OF AGE, by R. W. Sellars; THE QUEST OF THE AGES, by A. E. Haydon; NATURAL LAWS AND HUMAN HOPES, by M. C. Otto; and Bertrand Russell's famous essay "A Free Man's Worship" in his MYSTICISM AND LOGIC. The two short essays by Otto and Russell are a literary treat.

A SECOND source of doubt we have already suggested: the collapse of some values other than religious. We have all heard of the boy who lost his faith in God when his girl went back on him; but we forget the cases in which a father's domineering attitude in domestic relations leads the son or daughter to revolt in college against the paternal theology en masse. Colleges are too often blamed for adolescent loss of faith that should be laid at the door of the maladjusted family.

The most prolific source of adolescent doubt is probably the intellectual distance between the parents' thought world and the children's. The process of criticism of the parental faith is a process of comparison of two areas of experience which do not coincide. It depends on the parent how much the two areas of experience have in common; and therefore how far-reaching

the children's criticism will be. Adolescent doubt of the violent sort is by no means inevitable. It can be avoided where the parents share two things with their children: the breadth of up-to-date experience, and the religious attitude based on that experience. Sharp conflict and its accompanying distress of mind to parent and offspring alike rest largely upon failure to exchange ideas. This lack of mutual understanding is aggravated by the conventional idea of youth in revolt: that parents are, in the nature of the case, old fogies. Progressive parents often amaze their college sons and daughters by their religious liberalism, simply because the children had argued from parental silence to parental conservatism. Conservative parents by such silence avoid the disagreeable minor differences of opinion only to wake up later to the sad fact that these little disagreements have piled up to make a barrier to mutual understanding or discussion.

WHAT then shall the parent do with the doubting adolescent? First, get the doubt stated frankly. The best preparation for this is a background of sympathy cultivated during years of good comradeship. Where this has been sadly neglected, yet the parent is aware of some heresies in the thinking of the son or daughter, a useful device may still be used. Open the conversation under favorable auspices by asking in dispassionate tones a question involving the heresy. By favorable auspices is meant those not connected with discipline or with traditional religious practices, for these induce the negative reaction to free discussion. If Father's study has been accessible to the son only for "bawlings out," the golf course is a better location; and waiting in the car for Mother may afford a more opportune occasion than Sunday dinner. The expression of the heresy might better come indirectly. Thus, instead of saying, "Do you think the Bible should be followed rather than modern science?" say, "I see that another book is just out which proposes that science is a better guide to life than the Bible. That's an interesting idea. What do you think of it?"

Second, determine whether the doubt is a genuine intellectual problem or an emotional upset projected as a religious doubt. If the doubt is merely symptomatic of a personal emotional disturbance it is as futile to apply argumentation as it would be to apply arnica to a foot whose soreness came from an infected tooth. It is possible, however, by pushing the youth back in his reasoning to his underlying assumptions to uncover a non-rational assumption. Thus one girl espoused stern, dutiful doggedness as the principal virtue. The idea rested upon a fundamental conviction that life is a tragedy. Further conversation showed that she was really struggling against a virtually hopeless family situation. To argue from the loveliness of sunsets to the Divine Providence which shapes our ends simply does not meet such a case.

(*Turn to next page*)

This couple make their income go a long way by budgeting

THERE are many happy homes where income is limited. The following first year budget of a young couple who married on $2,400 a year is an illustration.

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Rent*	$35	**Clothing**	$20
Food	$50	**Savings**	$47
Operating *(light, heat, telephone and carfare)*	$20	***Divided as follows:***	
Recreation *(including vacation Fund)*	$20	Bank	$10
		Building and Loan	$10
		Furniture†	$15
		$6,000 Life Insurance Policy	$12

*They rented a $60 apartment and sublet one room, bringing rental down to this figure.

†Her savings of $500 were deposited on their furniture.

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How to Meet Adolescent Doubts

(Continued from page 61)

If that girl's pious mother—who incidentally knows nothing of her heretical philosophy of life—would face squarely the problem of a domineering father, instead of leaving it to the daughter, much would be done to meet that adolescent's doubt. A snub at school, the failure of an admired teacher to be worthy of the admiration which only a young adolescent can bestow, parental favoritism to a brilliant older brother, a father's demand that the son follow him into his business—these are some of the unexpected sources of some religious doubts of adolescence. Only thoughtful solution of these personal relations can meet the heresies that they engender.

FINALLY, if the doubt is a genuine intellectual problem born of critical scrutiny of some traditional belief, then the following suggestions may be useful. First, remember that all doctrines were in their beginnings attempts of religious leaders to phrase their faith in terms of the thought-world of their own day. Remembering this, find out what the particular doctrine meant in relation to the thought-world of the time when it was phrased. (Any well-trained clergyman can help with this.) Then enter imaginatively into the experience of these old leaders to ascertain what sort of spiritual guarantees it was intended to express. (Thus the divinity of Christ was a theory of genius, and also an assurance that at the limits of an individual's power to overcome the effects of his own sin there was a source of overcoming goodness. When you have discovered what the doctrine sought to guarantee for fruitful living, then find some way of stating this spiritual value in terms of the adolescent's experience and thought-world. The result may be a different formula from the traditional doctrine, but it will be a vital faith—as vital for the adolescent as the old dogma was for his forebears.

Books that will interest and help the adolescent who is troubled by religious doubts are:

THE MEANING OF FAITH, by Harry Emerson Fosdick. *Methodist Book Concern.* $1.35.

THE FAITH OF MODERNISM, by S. Mathews. *Macmillan.* $1.50.

CURRENT CHRISTIAN THINKING, by G. B. Smith. *University of Chicago Press.* $2.00.

RELIGIOUS FOUNDATIONS, edited by R. M. Jones. *Macmillan.* $1.00.

"The child's religion depends on the way in which its mother and father have lived, and not in the way in which they have spoken. The inmost tone of their life is precisely what reaches their child, who finds no more than comedy or empty thunder in their maxims, remonstrances and punishments. . . . A child sees what we are, through all the fictions of what we would be."—*Henry Frederic Amiel in "Fragments of an Intimate Diary."*

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Why They Like to Go to School

By Isabel Stone

FINDING joy in one's own efforts is an accomplishment most children do not achieve by themselves. It is something many adults have never learned. Parents have the opportunity to foster or kill this power in their children. Whether they become what-shall-I-do children or boys and girls who see possibilities of enjoyment in any situation depends on their training.

The modern progressive school has stepped into the chasm that yawns between the bewildered parent anxious-to-do-the-right-thing and the helpless child. Psychologists have found that a child learns best when he is permitted to handle a situation alone with the unobtrusive supervision of a teacher who makes an occasional suggestion. Psychologists have also found that children should work and play with other children of their own age unhampered by the requirements of an adult world.

A practical way of working out these two theories is by means of the project method. Children in groups undertake a piece of work that involves the application of each member of the group such as the building of a miniature house, a village or a bridge. The group as a whole must co-operate until the work is done.

READING and writing, formerly subjects for drill with the small child, are now taught in relation to projects so that the child in a progressive school learns almost unconsciously to read. In building his model village he names the streets. Then the names must be put on signs. In writing the signs he learns a little about writing and through curiosity begs to learn more. It is quite the same with reading. The child finds a book describing the building of an airplane, so he yearns to learn to read.

What modern education does is to stimulate the child's imagination so that he wants to learn. Learning is not forced upon him in spite of groans and dismay on his part. It is eagerly sought because achievement lies at the end of the path of learning. The project method encourages in every child the power to recognize the creative desire within him and to translate it into form.

The project method, which does not teach anything in the old sense of drilling children as if they were young parrots, may engage a child in a play scheme for several years before he is ready to use the tools of written language. But he is learning to find the thrill in everyday experiences and to use the rough materials at his disposal in a purposeful way. He is building habits of independence and usefulness that will help him to become an intelligent, capable, successful adult. He is learning to depend upon his own powers for his sense of success and satisfaction. This, briefly, is the aim of the modern movement in education.

TEACHING CHILDREN TO EAT

Parents should teach children not only *how* to eat but *what* to eat. Johnny's table manners may be perfect—but how about the food that goes into his little tummy?

Most children love the things that are good for them. They will like Shredded Wheat served crisp and crunchy with milk or cream—and it is so good for them. It contains all the vitamins, all the mineral salts, proteins and carbohydrates in nicely balanced proportion. A delicious noon-day "snack" for school.

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Trunk Length Summer Union Suits of Knit Fabrics which will not show below abbreviated clothes are now universally worn by smartly dressed children.

E-Z summerweight suits are healthy because the fabric is absorbent, comfortable because it is elastic, cool because of its light weight.

Ask for style EZ/14 for boys and EZ/13 for girls. If your dealer hasn't these styles, write us for name of store where you can get them.

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Style EZ/13

E-Z MILLS INC.
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NEW YORK

Boys Study Homemaking

(Continued from page 29)

carving and serving, is a phase of the food problem which he must know if he would mingle socially among people of ordinary culture and good breeding. These things he is taught in home economics.

In the properly managed home every child has his or her appointed tasks. There are many things which the boy trained in homecrafts and imbued with a sense of personal responsibility can do to lighten the routine work of the home. He can, for instance, take over the care of the cleaning apparatus, such as vacuum cleaners or carpet sweepers, so that they are in working order when needed. He can save a plumber's bill by doing such small jobs as replacing a washer in a leaky faucet. If the family lives in a privately owned house the boy may elect to share the family responsibilities by attending to the furnace or taking care of the lawn or garden. Here again, practical instruction in school will come to his assistance.

When the boy grows up he will be called upon to rent, build, or purchase a home of his own and to share the task of running it and rearing a family in it. It is then that he will need a proper understanding of the problems of a household.

INSTRUCTION in home economics is not an entirely new departure. There have been scattered attempts here and there to establish such courses in various states, but nothing permanent resulted. In 1925 the department of home economics of Tulsa, Oklahoma, a pioneer city in this movement, sent out a questionnaire to the parents of the boys of Central High School, inviting them to express their opinions as to the advisability of requiring their sons to pursue a course in home economics. The questions asked were as follows:

Do you think a high school boy should be taught something about:

(1) The selection of adequate food for himself in a cafeteria or restaurant?

(2) The cost of feeding a family for one month?

(3) The cooking of food?

(4) The names, cost, and wearing qualities of standard woolen and worsted material used for his suits and overcoats?

(5) Line and colors and their combinations in dress?

(6) Suitable dress for various occasions?

(7) Application of art principles to the planning and furnishing of a home or office, as a knowledge of color, lines, spaces, proportions?

(8) Do you think a high school boy should have some knowledge of landscaping?

(9) Should he know how to adapt his training in art to the working out of a "city beautiful" plan in the use of monuments, planning of parks, playgrounds, and so forth?

(10) Should he be taught appreciation of good pictures for the home?

(11) Should he know something about etiquette and appropriate behavior for various occasions?

(12) Do you believe that music appreciation should be encouraged in the home?

(13) Should patriotic holidays be observed in the home?

(14) Should the family participate in some form of religious expression in the home?

(15) Should the high school boy know something about the care of children?

(16) Should he know how to care for emergency cases of sickness?

(17) Should he know about the cost of living in Tulsa?

(18) Should he know how to budget his income?

(19) Do you believe in budgeting the family income?

(20) What should be the boy's attitude toward his mother's service in the home? Should it be paid for in money? If so, how much?

(21) Should the boy know something about the legal procedure connected with home building and home management; about various forms of insurance; principles of thrift?

(22) List any other suggestions for "worthy home membership."

Practically 100% of the questionnaires were returned with such an enthusiastic endorsement of the idea that the plan of home economics instruction for boys was adopted by the school officials and was installed in the junior year of Central High School.

"Home Crafts for Boys," says the syllabus of the department of education of the Tulsa Central High School, "does not take the place of a science, or economics, or any other requirement, but stands on a par as to credit and dignity with any other high school subject."

THE aims of the course, as stated further in the syllabus, are "to teach the high school boy those fundamental principles of home-making which will make him a more worthy member of the home and of society, and to develop an appreciation of his own responsibility to his home and to his family."

As taught in the Tulsa Central High School, the work is divided into ten units, namely: nutrition; food preparation (requested by the boys); duties of a host, including serving and etiquette for all occasions; textiles and clothing, their choice and care; interior decoration, for both home and office; household management, organization of work and finances; the family, its function and value; health, including first aid and emergency care of the sick; child care, responsibility of parents and older children; community interests—physical, social and educational.

Inglewood Union High School, California, has a similar class which has

become so popular that it has proved difficult to accommodate all who have elected it. This course covers three fields: first, the health and nutrition of the family; second, the shelter and clothing; and third, the social aspect with parental training.

Denver, Colorado, offers such a course entitled "Applied Economics," which is elective to boys in the senior high school. This course is so much enjoyed that the boys in the junior high school are requesting it, too. Tulsa, however, claims to be the first city in the United States to make a year's course in home economics a requirement for every boy's high school graduation. In communities where this work is given, mothers have the highest praise for its influence upon their sons.

Everyday Problems

(*Continued from page* 34)

dinners followed and were a great success, the expense being shared by all who participated.

I also discovered that teen-aged boys and girls adore working *for* someone. If their interest is aroused in a "cause" there is no end to their enthusiasm and ingenuity. Last year my girls and their friends financed a fresh-air family from the proceeds of a really lovely tableau arranged by themselves. Nursing is my younger daughter's chief ambition at the moment and she has both her girl and boy friends preparing surgical dressings and bandages for a negro hospital in Alabama. I think we have had a hand in almost everything from our neighborhood kindergarten to a hospital in the Philippines! But I welcome each enterprise with enthusiasm, not to say glee, for my girls are learning not only to amuse themselves but genuinely to interest themselves. They have worked up a little reputation for themselves as being original; their friendships multiply; and our home has become a place where young people gather in the evening.—*Mrs. A. C. B., Illinois.*

EVERY MOTHER REALIZES THE DIFFICULTY AS WELL AS THE IMPORTANCE OF INSTILLING RIGHT HABITS OF NEATNESS AND TIDINESS IN CHILDREN.

How It Was Handled: When Bobby was only eleven months old I invented a game called "Pop." As soon as he was through with a toy, paper, pots and pans, etc., we would play our game. First he would put something back in place saying 'Pop!" and then I would, until we had the room or cupboard looking as neat as a pin. As he grew older he would try to outdo me, excitedly crying "Pop! Pop!" By taking a minute or two of my precious time to help him play the game I achieved more in a short space than I would have by nagging or threatening. Bobby is not very old now but is neat and tidy, and as he grows older the habit will become more and more fixed. Young mothers, try this and see the results!—*Mrs. E. T. C., Missouri.*

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by

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Wanted: A Children's Hour at the Movies

(*Continued from page* 16)

elimination of offenses against good taste, will be found many suggestions under a heading "Exploitation Manual" providing for the incitement of childish interest. These are "stunts" to be put over by local movie houses by way of manufacturing interest for children. Many are legitimate enough and could not be complained of if the small auditors were given the right sort of entertainment when induced to attend.

Schemes are set forth here for Children's Fairs, Baby Contests, Boy Scout Tie-Ups, Spelling Bees, Orphans' Parties, Vehicle Parades, Best Mother Contests, and the like. One especially ingenious wile is a Booster Club, which is thus explained:

"A novel plan for exploiting Greater Movie Season. Advertise a free matinee for kids with the idea of organizing a Greater Movie Season Club. A plan is outlined to children whereby they could become members of the club and also ensure themselves of seeing twelve morning matinees without charge. The plan is for each child to circulate and get thirty signatures to a petition. The latter briefly outlines the idea of Greater Movie Season, and winds up with: 'I am a booster for better pictures and will appreciate being put on the mailing list of the — theater for their weekly attraction announcements.'"

Another idea arranges a baby parade and shows the parade ending at the play house, where "the prettiest, cutest, chubbiest, best dressed" babies are to be judged on the stage. It is further suggested that a small girl and a pretended deaf grandfather shall travel in street cars, with the child repeatedly shouting into an ear trumpet borne by the elder: "Grandpa, have we reached the — Theater where — is showing?"

These examples are cited to show how carefully means have been thought out to secure the patronage of children. In fact everything would appear to have been done except the most important, that of giving the youngsters amusement that will charm, interest and help educate them in ways of right living.

TO this last phase slight attention is paid. Yet if parents will be one-half as assiduous in working to see that proper pictures are provided for children as the motion picture industry has been to see that children attend the movies the situation is by no means hopeless. It is one thing to describe and denounce existing conditions. It is another to suggest a remedy. Yet the remedy in this case is not difficult. Why not A Children's Hour at the movies? Parents everywhere would welcome the idea that appropriate, interesting and inspiring programs were to be provided for their children on two or three afternoons a week. It is true that Saturday morning performances for children have been tried and have not proved successful. Saturday morning is a time for play in the fresh air. There's lots to do on Saturday morning. It is in the small hours of the afternoon that amusements begin to pall and that children want a fresh source of entertainment. That the idea of The Children's Hour is no impractical scheme is shown by this interesting paragraph quoted from the same "Annual" of the motion picture industry:

"Establishing a children's hour has been found profitable. This means setting aside the hours between four and five daily when children are admitted at half price."

There exists no end of material that can easily be filmed for juvenile delight. It runs from Mother Goose, through the Wonder Tales of Nathaniel Hawthorne, Charles Kingsley's "Heroes" and Miss Alcott's "Little Men" and "Little Women" down to more modern choice selections. The list is legion. With so much to draw upon in the great world of child literature, it is amazing that the field should be neglected for the shameful, silly stuff manufactured by hack writers at Hollywood.

The parents of the country can make "The Children's Hour" in motion pictures possible if they will. It is a matter of organization. In every community a committee with an intelligent, determined and far-seeing chairman should be organized. Its members would doubtless be recruited from such organizations as The Parent-Teacher Association, the Child Study Association, church groups, women's clubs and other worth-while organizations which would give the project their full support. The committee should call upon the manager of the local motion picture theater and ask for his co-operation. He would be only too willing to have them go further and get in touch with those officials in the industry from whom he takes instructions. In the meantime through all available publicity channels the committee should make its purpose known to the community. This magazine stands ready to assist in every possible way. Already a file of the motion picture reviews published in this magazine furnishes a creditable list of films which we are willing to recommend for an audience of children. And any group of parents interested in this plan for "A Children's Hour" may register with THE PARENTS' MAGAZINE for further special help with the establishment of such an hour and with its maintenance.

WHEN community after community falls in line, mothers and fathers, teachers, doctors, nurses, all who love children working together toward the creation of "The Children's Hour" something will happen. The motion picture industry is not slow to feel the pulse of the public, not slow to follow its demands. It is true that such a project as "The Children's Hour" should be handled most carefully, the material selected skilfully by those well qualified to pass upon it. All this the motion picture industry can do if it will. But the initiative must come from parents. And the time to begin is now.

A GROUP SERVICE BUREAU FEATURE

What Parent-Teacher Associations Can Do

WE are constantly impressed by the splendid work being done by Parent - Teacher Associations in all parts of the country. We wish to give these organizations our fullest co-operation and support. This month we publish on this page letters from members of Parent - Teacher groups describing unusually interesting and worthwhile projects which they have undertaken with success. We feel that these will prove a source of inspiration to other groups.—*The Editors.*

Wanted: Ideas!

Are you a member of the Parent-Teacher Association? If so, won't you send in to us helpful ideas and suggestions for such groups, or tell us what your association has done to promote friendliness and understanding between parents and teachers in your town, to add to the school equipment, to beautify the school, to stimulate better scholarship, or to provide better health and recreational opportunities for the children? For every suggestion published we will pay $2.00. Manuscripts submitted to this department will not be returned. Address Managing Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

CITY Parent-Teacher Associations will be interested, I believe, in the idea of the bulletin published by the Parents' Association of the Horace Mann Schools, New York City. Its purpose is to provide a fortnightly index of the best things available in New York for young people: music, art, theaters, motion pictures, exhibits and lectures on science and travel, and books. These are arranged in age groups. It is edited by a group of parents of the Parents Association and a few teachers. It contains also a list of the activities of the Association, events of importance in the school and outstanding meetings on Child Study in the city. It does not list events occurring on evenings preceding school days, in accordance with our ideas for children's recreation. The Editors urge parents to send in contributions, criticisms, and suggestions, as the success of the Bulletin depends on their constant co-operation.—*Mrs. E. W. S., New York City.*

IN Michigan the death rate from diphtheria is high, and in order to help reduce it the North Reading Parent-Teacher Association, a rural organization, recently made it possible for nearly four hundred children between the ages of six months and sixteen years to be immunized to diphtheria without cost to their parents. The State Board of Health furnished the serum, and we had the assistance of the County Nurse and three local physicians. In some states immunization is compulsory, but unfortunately it is not in Michigan. This did not cost the Association one cent as the County Nurse is paid by the county, and the physicians donated their services. The Association did the advertising and called upon the different rural schools in the township.—*Mrs. F. C., Reading, Michigan.*

OUR Parent-Teacher Association with the help of the School Board and the High School teachers in our town has inaugurated an open night at the high school. Many of the classes, usually held in the daytime, are conducted on that evening, so that the mothers and fathers may come and really see just what is being done by and for their boys and girls.

The Domestic Science class is busy cooking some interesting thing; sewing machines are humming,. the boys are working earnestly at the mechanical drawing tables; experiments are going on in the chemical laboratory; a French class is in full swing; algebra and geometry are being puzzled out; in short, the parents may see "the wheels go round."

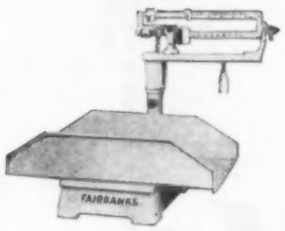
Parents see the teacher in his relation to the pupil. They observe the attitude of their boys and girls toward the teacher and their interest or lack of it. Many a problem has been cleared up at this open night of the High School.—*Mrs. J. G. S., Pitman, N. J.*

How to Boost the Membership of Your P. T. A.

In this 12-page pamphlet, Alice Fox Pitts outlines a well-laid plan of action for a successful membership drive. She discusses methods of gaining the co-operation of enrolled members and the school children; the proper time for the campaign; publicity in local newspapers, and every phase of the campaign itself!

This helpful pamphlet will be sent on receipt of 10c in stamps or currency. Address the Group Service Bureau, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

Use these GUIDES to HEALTH



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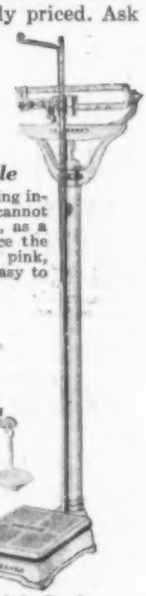

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Especially constructed for weighing infants. Large comfortable scoop cannot tip. No calculating is necessary, as a blank bar is provided to balance the weight of blankets. The white, pink, ivory, or blue enamel finish is easy to keep clean. Capacity, 35 pounds.

Fairbanks Home Health Scale

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Books for Boys and Girls

By ALICE DALGLIESH

Teacher of Story Telling for Children, Teachers College, Columbia University

BOOKS THAT TELL ABOUT THINGS TO MAKE AND DO are always popular with boys and girls. Among the best recent publications of this kind are the following:

PATTY PANS, A Cook Book for Beginners, by Florence La Ganke. *Little, Brown.* $1.75.

This is a very simple book which would be useful to a little girl learning to cook, for it describes each process in detail. It is a trifle "written down" but the information is good and the book is attractive. (Ages 8-12.)

JANE LOUISE'S COOK BOOK, by Louisa Price Bell. *Coward McCann.* $1.50.

Another practical cook book for children. Illustrated. (Age 8 and over.)

A THOUSAND WAYS TO PLEASE A HUSBAND, with Bettina's Best Recipes, by Louise Bennett Weaver and Helen Cowles LeCron. *A. L. Burt.* $2.00.

This seems a strange book to include in a list of books for boys and girls! While we are on the subject of cookery, however, it seems well to include a book that is thoroughly practical for an adolescent girl who wants to cook but knows little about it. "Bettina" is really a bride's book but can be used to advantage by others. Grown-ups with a sense of humor will find the story part of the book more humorous than the authors intended it to be, but girls will probably enjoy it and the story does not interfere with the practical suggestions about cooking.

From "Jane Louise's Cook Book," by Louisa Price Bell. Published by Coward McCann

BOYS' BOOK OF ASTRONOMY, by J. Harris Gable and G. Deloss Swezey. *Dutton.* $2.50.

A practical book for boys and girls who are interested in the stars. Questions such as "Why is the sky blue?" "How is a rainbow formed?" "How does the tide ebb and flow?" are simply and clearly answered.

THE YOUNG ARCHITECTS, by Katharine Stanley-Brown. *Harpers.* $3.00.

Not a "how-to-do" book, but one intended to interest boys and girls in American architecture. Different types of architecture are presented, with photographs and a story to fit each period. We read about "A Dutch Town House in New Amsterdam," "An Early Georgian House in Virginia" and finally a modern apartment in New York. The story part of the book becomes rather tiresome, the pictures and information are most interesting. (Age 10 and over.)

THE SHOW BOOK OF REMO BUFFANO, by Remo Buffano. *Macmillan.* $3.00.

Remo Buffano's puppet plays are well known. In this book he gives seven fairy-tale plays with directions for using them either with people or puppets. Directions for making and using puppets are also given. Useful for children who wish to produce "Cinderella," "Red Riding Hood" and other plays, though we feel that the plays are written with puppets in mind and could be improved upon if they are to be acted by children. (Age 7-12.)

PINNOCHIO FOR THE STAGE, by Remo Buffano. *Knopf.* $2.00.

That universal favorite "Pinnochio" dramatized for use with puppets or people. The play seems somewhat long for children, especially for the younger ones.

JACK-KNIFE COOKERY, by James Austin Wilder. *Dutton.* $2.00.

An entirely different cook book. This is for boys and their fathers, especially those who like to go camping, and it tells a great many interesting things about outdoor cookery. The author has been identified with the Boy Scouts for a number of years.

THREE HUNDRED THINGS A BRIGHT BOY CAN DO, by Harold Armitage. *Lippincott.* $2.00.

A new edition of this book. Many directions for playing games, camping, indoor entertainments and tricks. The part of the book which deals with sketching, modeling, etc. is not particularly helpful, but the first part gives a good many workable suggestions. (Age 8—14.)

THINGS ANY BOY CAN MAKE, by Joseph Leeming. *Century.* $2.00.

A slightly different title from the preceding one! The things that any boy can make vary from a barometer to a boat. (Age 8-12.)

CLIPPER SHIPS DONE IN CORK MODELS, by Peter Adams. *Dutton.* $1.25.

Directions for making ship models two inches high out of corks, matches, thread, pins and paper. There are interesting descriptions of the clipper ships and anecdotes about them.

BUILDING A MODEL RAILROAD, by Albert Sprague Coolidge. *Macmillan.* $2.00.

This describes the making of a model railroad by the "Mechanics Club" of Shady Hill School and is for all children who love trains. The book also includes much information about trains. It is rather technical.

PLEASE COME TO MY PARTY, by Bertha Hamilton. *Little, Brown.* $1.75.

A party for each month of the year with detailed suggestions for prizes, favors, games, etc.

THE HAPPY PARTY BOOK, by Ethel Owen. *Abingdon Press.* $1.00.

Suggestions for "A Wonderful Party," "A Rainbow Party," "A Library Party," "A Christmas Party." The suggestions are of uneven value and should be used with discrimination.

BIG BOOK OF BOYS' HOBBIES, by A. Neely Hall. *Lothrop.* $2.50.

This book gives many suggestions for outdoor and indoor hobbies. There are detailed directions for making all kinds of model airplanes, a model motor boat and so forth.

BOYS' AND GIRLS' BOOK OF OUTDOOR GAMES, by A. Frederick Collins. *Appleton.* $2.00.

Descriptions of all kinds of games for older boys and girls. Full directions for tennis, golf, football.

We wish to correct an error which was made in this department in the February issue. The price of the book Snipp Snapp Snurr (Swedish) is $1.25 instead of the price quoted last month. The book may be obtained from *Educational Playthings, Inc., 20 East 69th Street, New York City.*

Mother Fear

By Ruth E. Hopkins

He stalks around the wall—
  A little rugged soldier—
Three feet tall
  When his heels touch the floor;
His high block towers
  He has ravaged in his passing;
His woolly lamb cowers
  Wounded by the door.

And I am struck with dread—
  Watching where he marches—
Visioning instead
  A far, dark, door
Where my heart would lie
  As a lamb that is slaughtered
Should he march by
  To bloodshed and to war.

"Now you shall hear!

"Once there was a boy named Johnny, and he had three goats. All day long those goats leaped and pranced and skipped and climbed way up on the top of a hill, but every night Johnny went to fetch them and drove them home. One evening the frisky things leaped out of the road and over a fence and into a turnip-field, and, try as he would, Johnny could not get them to come out again. There they were and there they stayed. Then the boy sat down on the hillside and cried and cried and cried. As he sat there a hare came along.

"'Why do you cry?' asked the hare.

"'I cry because I can't get the goats out of the turnip-field,' answered Johnny.'

ON THE AIR!

Have your children tune in on *My* BOOKHOUSE Story-time for fun and good stories. Every Monday, Wednesday and Friday, 5:45 P.M. (Eastern Time) 4:45 P.M. (Central Time), over Columbia Broadcasting System.

Once there was a boy *named Johnny* and he had THREE GOATS

HAVE you heard the Bookhouse Storyman read *Johnny and the Three Goats* in our children's radio program over Columbia Broadcasting System?

This story is so popular with boys and girls that we have published it complete, with illustrations in color, in a tiny little book, for children who do not own *My* BOOKHOUSE.

Any parent who writes in may have a copy free.

Mothers who have *My* BOOKHOUSE know *Johnny and the Three Goats* as one of hundreds and hundreds of wonderful stories and verses which Olive Beaupré Miller — writer, educator, and herself a mother — carefully selected for her own child, and published as *My* BOOKHOUSE. The stories in these volumes are the best of all countries and the best of all times—graded and indexed for children of all ages, from babyhood to youth.

My BOOKHOUSE is sold only to mothers in their homes. A small down payment brings the volumes immediately—and 10 cents a day pays for them. *The* Bookhouse *for* Children, Dept. 23, 360 North Michigan Avenue, Chicago.

***My* BOOKHOUSE**

Selected Fundamental Literature for Children—

the best of all countries, the best of all times

All advertisements are certified as conforming to standards on page 77.

What are the movies doing to your child?

10,052 Chicago children have reported to Mrs. Mitchell their actual experiences with the movies. Check your facts with hers.

Children and Movies
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NEWER WAYS WITH CHILDREN

By M. V. O'SHEA

Dr. O'Shea, Advisory Editor of *Parents' Magazine* and one of the leading educators in America, covers here the whole field of child education and training. Every problem is introduced with actual cases. There is no abstract discussion. The book is a veritable mine of practical information for parents. **$3.50.**

GREENBERG : PUBLISHER
160 Fifth Ave. New York

Books for Parents

Children and Movies, by Alice Miller Mitchell. *University of Chicago Press.* $2.00.

This book brings home to parents many significant facts which, in the main, have long been known to those of us who follow the pictures professionally. It deserves careful reading, both for what it relates and for what it leaves unsaid.

Mrs. Mitchell consistently restricts herself to an objective statistical investigation of the motion picture habits and tastes of 10,052 Chicago school children, including some special groups of delinquents, as well as Boy Scouts and Girl Scouts.

As producer and exhibitor have long known, children of all classes and levels crave thrills above all else. Western cowboy melodrama, adventure, broad comedy and mystery win out almost every time. All four types of picture stand at the top of the list, whether the voter is a bright Boy Scout or a delinquent in a reform school. The only difference is a matter of rating within the top four. Sometimes Westerns drop to second place, sometimes comedy reaches first. And now and then romance rises to the position of third or fourth choice.

In all such pictures it is plainly the thrill that counts, as Mrs. Mitchell sees. The specific episode matters little, so long as the shivers scurry up and down the backbones or the hands clench in excitement as the Villain seizes the Heroine by her lovely hair and flings her off the cliff.

The book offers no solution of the movie problem. Indeed it does not even suggest that there may be a problem; and this, I should say, is the only criticism to be leveled against it. Only in the closing ten lines does Mrs. Mitchell lift a small corner of the very heavy veil which the zealous workers of Hollywood drape around these facts. She hints that "perhaps children are robbed of some of the preciousness of childhood" by the sort of things they see on the screen.

To my mind the underlying implication of this study is clear enough: no pictures are being made for children, and yet children constitute the majority of movie-goers. If parents leave children to their own devices, and at the same time make no effort to see that better films are made for them, the boys and girls between eight and fourteen will continue to support Hollywood enthusiastically. And neither censor nor committees will accomplish anything.

The only way to solve the movie problem is to make good movies and see that exhibitors get them. All else is whistling in the whirlwind.—*Reviewed by Prof. Walter B. Pitkin, School of Journalism, Columbia University.*

Penrod Jashber, by Booth Tarkington. *Doubleday, Doran.* $2.00.

The Peter Pan of American fiction is with us again, not in the Barrie-esque guise of a whimsical youth, but in his own right as a hard-boiled, quick-tongued, quick-witted little boy, whose exploits induce numerous chuckles, and a few good hearty laughs.

Penrod's activities run from such gentle amusements as training his middle-aged dog Duke and his friend Sam's puppy to be tight-rope walkers, to his real business as imaginary head of the imaginary George B. Jashber Detective Agency. In this capacity, with Sam, Herman, and Verman as aides, he shadows an imaginary criminal, tracing him with fiendish satisfaction to his lair in the Y.M.C.A. The chapter entitled "Jashber Develops," as well as the climactic chapter of discovery and explanation, are funny enough to carry the whole book.

The book is one that can well be read and cogitated upon by parents, inasmuch as it deals, with a light touch that is blessed, with the actual workings of a small boy's mind, and his reactions to those inexplicable beings who rule his universe—adults, poor things. Mr. Tarkington, writing the story from a small boy's viewpoint, with deep insight and comprehension of the motives that govern his strange-seeming acts, makes a spontaneous and humorous contribution to that small body of literature written about children, that can be read with equal satisfaction by them and their elders.—*Reviewed by Helen L. Kaufmann.*

Creative Power, by Hughes Mearns. *Doubleday, Doran.* $3.50.

Hughes Mearns, professor of Creative Education at New York University, extends his experiences, as recorded in his earlier volume, "Creative Youth," with children in the progressive school. He is concerned in this conversationally-easy book with the release of the child's psychic strength through expression in verse and prose. His method is not the rule-of-thumb pedagogy which emphasizes grammar, but a more personal, intimate accord between him and the child as craftsmen concerned with the same problem: how

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A Monthly Magazine
PROGRESSIVE EDUCATION

For educators and parents who live in a modern world and who believe that education should keep pace with all progress.

Contents for February

George Boas (Johns Hopkins)—An Ideal College Curriculum.
Brown and Josephs (Avon Old Farms)—An Experiment in Teaching Mathematics as a Phase of Science.
Howard Smith (Milton Academy)—The Work of the Secondary School Board.
John A. Lester (Hill School)—Progressive Elements in the Middle States Meetings.
Katharine Taylor (Shady Hill School)—Recent Developments in Primary Education.
Wilford Aikin (John Burroughs School)—Trends in the Secondary School.
Stephen P. Duggan—The Work of the Institute of International Education.
Book Reviews, Editorials, News and Notes, Work of the P. E. A.

Some Forthcoming Contributors

Knight Dunlap (Johns Hopkins), Harold Rugg (Lincoln School), Donald Slesinger (Yale), W. A. Neilson (Smith), Henry Seidel Canby (The Saturday Review of Literature), Honorable Albert C. Ritchie (Governor of Maryland), Henry W. Holmes (Harvard), Charles Swain Thomas (Harvard), Percy T. Walden (Yale), Henry S. Pritchett (President, Carnegie Corporation), Robert Morse Lovett, David E. Weiglein (Superintendent of Schools, Baltimore), Randall Condon (formerly Superintendent of Schools, Cincinnati).

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to say something well." He directs his battle, which is not to be felt by the child as such, however, against the copycat tendency and aims to excite in the child an enthusiasm for the fresh expression. What, in brief, he aims to do is to make the child express himself. The abundance of examples of children's work included in the volume will tell the reader whether Professor Mearns has or has not removed the child from the world of clichè expression. But certainly from the tale of his own experience with these children one may know that Professor Mearns has maintained a high level of relationship between the child and himself. That is even more important than the literary results, for these involve too many conditions to evaluate directly. They are not works of art, simply because the child's experience of the world is not complete enough, and well it is that they are not.—*Reviewed by Harry Alan Potamkin.*

What Is Right with Marriage, by Robert C. Binkley and Frances Williams Binkley. *Appleton.* $2.50.

Two young married people, who themselves are finding marriage a rich and satisfying experience, set forth in this book their "outline of domestic theory." It is refreshing to turn from those who point out the failures and shortcomings of marriage to this careful, analytical search after intrinsic values in family life. Those who feel most at home with the language and approach of the scientist will be delighted to find that the authors of this book employ both. The rest of us—average, everyday people that we are, more personal than scientific in our attitude toward matrimony and family life—will be tolerant of the authors' method and terminology since it permits of such passages as these: "The love which marriage requires seeks not only to enjoy the beloved but also to serve and benefit her." . . . And beautiful in the depth of its spiritual insight, this passage: "It is the virtue of young love that it experiments and of old love that it knows. The deepening of sympathetic understanding on the part of married people is a product not of love alone but of time and love."

Of particular interest to parents is the chapter, "Marriage and Children," from which we quote this thought-provoking passage: "The husband-wife relationship must always be dominant. For if the children mean more to the parents than the parents mean to each other, the old family organization is difficult to unravel when the children are setting up new families."

Country Auction, by Marion Nicholl Rawson. *Dutton.* $5.00.

The tender, charming narrative of the breaking up of a fine old New England farm home. The author shows in intimate detail the lovely old furniture and pewter and brass, along with the family pride and the deep-rooted traditions. A book you will enjoy reading and one that those interested in antiques and in early American family life will want to have in their permanent library.

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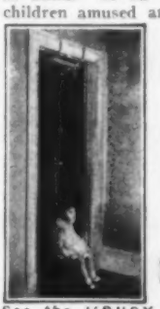

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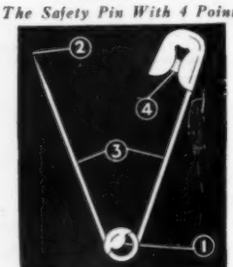

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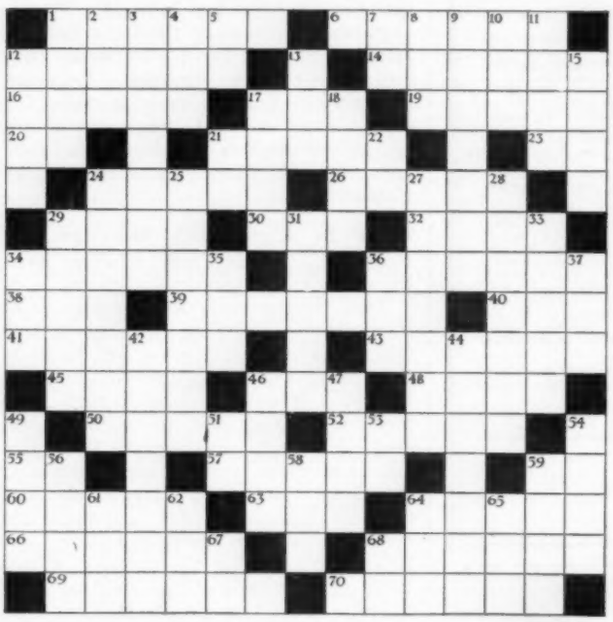
Family Fun

Things for Parents and Children to Do Together

HERE IS A CROSSWORD PUZZLE that doesn't mention any of the ancient gods and goddesses but confines itself chiefly to terms frequently used in family life today. The answers are given on page 75.



HORIZONTAL

1 A biological necessity.
6 This type of deficiency is hard to overcome.
12 The old-fashioned parent demanded it.
14 This brings bad luck.
16 Employing.
17 A mechanical element.
19 Use this in imposing punishments.
20 Point of compass (abbreviation).
21 Kind of tree.
23 Greek letter.
24 Psychological classification.
26 Some say this is the time to spank your child.
29 A coin.
30 You must teach them to do this again and again.
32 Make your home like this.
34 Let each punishment be one.
36 Investigated.
38 Some children just won't.
39 What the merry-go-round did.
40 Don't inspire it.
41 There are many new theories about these.
43 No place for wholesome play.
45 A kind of ball game.
46 A common Latin abbreviation.
48 Stagger.
50 Every parent makes one at least.
52 Unicorns.
55 A very important conjunction.
57 A food not so good for infants.
60 Every young child wants to be one.
63 You should talk to your child about this.
64 To long.
66 These boys do one good turn a day.
68 People are, in the subway.
69 Followed.
70 Your son will love them in time.

VERTICAL

1 Strike an attitude.
2 Friend (Fr.).
3 Enforced redemptions.
4 Makes up for iron deficiency.
5 Point of compass (abbreviation).
7 Expression of inquiry.
8 A knave, in cribbage.
9 Used by the boys on the Fourth of July.
10 Girl's name.
11 Cut of meat.
12 When the baby sleeps.
13 An important parent.
15 Burden.
17 Let him earn this to start a bank account.
18 Not a few.
21 Too much is bad for babies (abbreviation).
22 Regarding.
24 Difficult to admit.
25 Do this to THE PARENTS' MAGAZINE.
27 Greenness.
28 Some colleges give them to athletes.
29 Your child should get them square.
31 Part of a meal.
33 A staircase post.
34 Part of the body.
35 Spanish pronoun.
36 A kind of plug.
37 German article.
42 Some parents get that way.
44 Don't yield to these.
46 Everyone does.
47 A perplexing difficulty
49 Perseverance does this.
51 This is always all right.
53 Latin conjunction.
54 What most mothers hate to do.
56 Let your child wash his own.
58 They went abroad (abbreviation).
59 Keep these emotions in check.
61 A kind of fire.
62 A unit of heat energy.
64 Say this to your children whenever possible.
65 A well-known humorist.
67 Latin pronoun.
68 Exclamation.

ONE EVENING EACH WEEK IS READING NIGHT AT OUR HOME. Beginning with the youngest member of the family who is able to read we make a choice of books to be read aloud when we're all together.

The youngest member starts by reading aloud from his book. It may not be of particular interest to the rest of the family, although each member tries to select something to interest all, but it is interesting to the others to know what interests the reader and may give the parents, especially, an insight into the inner life of the children. Since reading aloud tires one pretty quickly the members of the family take turns, each reading from the book of his own selection.

This plan of reading makes it possible for the parents to direct to some extent the reading interests of their children and also to present the best literature to them through their own choices. Another advantage is the practice in reading aloud, which is becoming almost a lost art. Also the children learn to enunciate clearly and pronounce correctly, as a dictionary is kept near at hand and debated pronunciations are looked up so that the correct pronunciation is decided upon. And best of all is the fellowship derived from the family "doing something together."—*L. A. W., Alexandria, Mo.*

TO MAKE DELIGHTFUL BEADS cut brightly colored magazine advertisements into triangular strips, one inch by five or six inches. With a bottle of library paste, a tooth-pick on which to roll the beads, and a stout cord on which

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Q-TIPS BABY GAYS

to string them, everything is ready for bead making.

To make the bead, roll the wide end of the strip smoothly about the tooth-pick, rolling the strip evenly and fastening down the point with the paste. The coloring is usually surprisingly good. The bead is then carefully slipped from the tooth-pick and allowed to dry while another is made. If one has a supply of small glass beads to string between the paper beads the effect is attractive. These beads are really very decorative and can be used for many purposes, such as fringe for a lamp-shade. Give the paper beads two coats of shellac to make them sparkling and gorgeous in color.—*E. M. L., Remington, Indiana.*

TAG AND SING is a game played as ordinary tag with this exception: anyone who is hard pressed and can no longer run or dodge the one who is "It" may earn his safety for the moment by singing loudly some song which no other player, similarly situated, is singing. When "It" goes away from a singing player the song may stop, but if it does, the safety ceases also and often the wary tagger turns suddenly back upon the one who thinks he is going in hot pursuit of some other player. This game is most amusing and can keep a group of any size in a continuous uproar of laughter.—*A. C. H., York, Pennsylvania.*

MY LADY'S NAME is a game our mothers used to play. The first player says, "My lady's name begins with A," then says a name beginning with A, like *Alice* or *Amy*. Next the player says, "She is ——, naming some quality that begins with A, like *amiable*. The same player continues, "She lives in Akron and she is going to Annapolis to get some apples." It is now the turn of the next player who says the same things of his or her lady, using the letter B in exactly the same way. The game continues in turn right through the alphabet. The fun begins when a hard letter like J or Z falls to a player. Sometimes, too, only American instead of all the cities of the world is a rule made at the beginning of the alphabet. Anyway it is a splendid way of learning geography. A variation of "My Lady's Name" is "Cities." The players must name a city, progressing down the alphabet in turn as they throw a ball to each other. Thus the first player says "Albany," the next may say "Boston" and the third "Chicago." The real test comes when the game progresses through the alphabet a second or third time. Any player who cannot name a city quickly in turn must pay a forfeit.—*M. B., Los Angeles, California.*

When the whole family are home for an evening, or perhaps a Saturday afternoon or a Sunday, and there's nothing particularly planned, what do you do to have a good time together? We welcome original ideas for this department and for each one accepted we will pay two dollars on publication.. Address Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Ave., New York City.*

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Things *for* Children to *Do and* to *Make*

Edited by the Playground and Recreation Association of America

THE GIRLS' CLUB STARTED BECAUSE BETTY HAD BEEN GIVEN A SET OF SMALL DISHES. Four seven-year-olds decided that they would meet every Friday afternoon to sew, play games, but principally to have refreshments on the new dishes. When, after three meetings, the interest began to wane, the mothers helped to put the club on its feet, as they saw in the idea a chance to help their daughters to learn to entertain graciously.

Three mothers are free on the afternoons when the club meets. The fourth mother catches up on the family mending, sitting within hearing of the children so that she may be consulted on sewing problems. When left to themselves, children are apt to sew carelessly and to lose interest soon. The girls began with simple gifts for their mothers and friends. Now they have learned to dress their dolls nicely and they are eager to make clothes for themselves.

The girls' club had had only a few meetings when Brother decided that he, too, ought to have a club. So he invited three little boys in one Saturday afternoon. Since they could not determine what kind of a club it should be, it became just "The Club," which was doing pretty well for five-year-olds. Before each meeting the host plans the procedure. In the winter they played indoor games when it was stormy and, at the houses with fireplaces, toasted marshmallows and chestnuts. When it was snowy and pleasant, each brought skis or a sled and they went coasting on a near-by hill.

Clubs play an even more important part in the lives of older children. One group of boys has a stamp club, known as "The Philatelists." It began with collections of domestic stamps saved from letters and parcels, and grew gradually, aided by catalogues from the local library, until by the time the boys were in high school they were able to sell their stamps and add quite a bit to their college funds.

Through a club children learn how to associate congenially with others, to take responsibility for entertaining, and to be "good sports."—*Mrs. B. P. T., Beverly, Mass.*

Games in the Dark

THESE games are excellent to help children overcome fear of the dark. Also they have a definite educational value in muscle and sense control. Of course, they are presented to the children as pure fun. In the winter months, when darkness comes before bedtime, we turn off the lights and the children seat themselves in the center of the floor. We give them, in turn, various stunts to perform, such as finding a certain chair and moving it; going to various places in the room to sing or recite. Each child returns to his seat before the next one's turn. Usually we end with a few minutes of hide-and-seek in the dark. The one who is "It" locates the others by calling their names. The one called must answer softly and must not move until he is found by hearing and touch alone.—*Mrs. J. M. C., Ithaca, Michigan.*

Mice in a Cage

WHEN pussy willows first appear the children will love to make a cage of tiny mice from the furry, gray blossoms. To make the cage, cut two pieces of cardboard about the size of a post card, place one piece on top of the other and punch holes at each of the four corners, using a thin nail or an ice pick. Make the holes just large enough so that a match stick will fit into them. Now punch a row of holes all the way around the two pieces of cardboard, spacing them about a half inch apart. Cut off the burned parts of the match sticks, making them all the same length. These are to be the bars in the cage.

On the piece of cardboard which is to form the bottom of the cage, paste several "mice." They are made by putting tiny paper ears and string tails to pussy willows. Fit the match bars into the holes all around the lower part of the cage. Put the top on by fitting the free ends of the matches into the holes. —*A. C. H., York, Pa.*

For St. Patrick's Parties

GREEN GOLF—Small, low kitchen utensils are used as the "holes." The "golf course" is set out with the utensils placed one or two feet apart. Then each player is presented with a small potato, which is his golf ball, and with two or three spoons of various sizes for clubs. The prize winner is the player who completes his course in the fewest strokes.

PIG IN THE PEN—Players stand in groups of three. Two hold hands and form the pen. The third is the pig and stands inside the pen. One odd pig is without a pen. On signal, which may be given by a whistle, all pigs must change pens, the odd pig trying to get into a pen in the scramble. The one left out becomes odd pig and the game starts

over. Players forming the pens should change with the pigs occasionally so that all may get a chance to be pigs.

IRISH WASHERWOMAN—A clothesline is hung across the room, or it may be held up by a person at either end. The players are divided into two teams, which stand about ten feet away from the line. The first in each team has a basket in which are three articles of clothing and clothespins. At the signal the two players who are first run to either end of the line and pin their clothes on it. They then run back and touch the second player, who takes the clothes off the line and gives them to the third player to pin up again, and so on. The team which finishes first wins. Each member of the winning team may be given a green paper neckruff to wear.

THE BLARNEY STONE—All sit in a circle. A pretty, smooth pebble is passed to the right for the Blarney Stone. Each one is allowed to hold it for ten seconds while he makes a wish. When the whistle is blown, whoever holds the stone must do what his neighbor on his left tells him to do.

LAKES OF KILLARNEY—Four 15-inch circles are cut from green paper and laid on the floor to represent lakes. The players are told that they will be taken for a ride in a jaunting car around the Lakes of Killarney. The whole group marches around, following their "driver," on a large circle which runs through each of the four lakes. When the music stops, anyone caught on one of the circles drops out of the game, as he has fallen into the lake.

WEARING OF THE GREEN—Each player has pinned on his back the name of a green vegtable, such as lettuce, cabbage, etc. Each tries to read the words on other people's backs, at the same time trying to keep others from looking at his own back. The player who sees and writes down the most names of vegetables wins.

Available contributions to this department will be paid for on publication. Address Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Ave., New York, N. Y.*

Answers to Crossword Puzzle

which appears on page 72.

HORIZONTAL

1 Parent.	29 Dime.	48 Reel.
6 Mental.	30 Try.	50 Error.
12 Homage.	32 Eden.	52 Reems.
14 Hoodoo.	34 Lesson.	55 If.
16 Using.	36 Probed.	57 Kraut.
17 Cam.	38 Eat.	60 Nabob.
19 Brain.	39 Rotated.	63 Sex.
20 S.E.	40 Awe.	64 Yearn.
21 Cedar.	41 Glands.	56 Scouts.
23 Nu.	43 Gutter	68 Herded.
24 Moron.	45 Skee.	69 Ensued.
26 Never.	46 Etc.	70 Lasses.

VERTICAL

1 Pose.	21 Co.	46 Errs.
2 Ami.	22 Re.	47 Crux.
3 Ransoms.	24 Mistake.	49 Wins.
4 Egg.	25 Reorder.	51 O. K.
5 N.E.	27 Verdure.	53 Et.
7 Eh.	28 Rebates.	54 Mend.
8 Nob.	29 Deals.	56 Face.
9 Torpedo.	31 Roast.	58 A. E. F.
10 Ada.	33 Newel.	59 Ires.
11 Loin.	34 Leg.	61 Bon.
12 Hush.	35 Nos.	62 B.T.U.
13 Dad.	36 Peg.	64 Yes.
15 Onus.	37 Der.	65 Ade.
17 Cent.	42 Nervous.	67 Se.
18 Many.	44 Tempers.	68 Ha.

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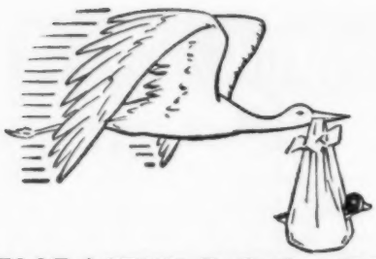

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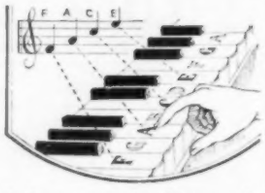

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First Steps in Child Training

(*Continued from page 21*)

made of rubber balls and sponge dollies. When everything is round and soft what can mother mean when she says, "hurt" and "prick?" When exploring little fingers come into contact with rough surfaces the parent should say "Careful, that hurts." If this is repeated with several different kinds of things the baby will understand, when he is warned that something hurts. The same method should be followed, for instance, in teaching a young child not to touch hot radiators. The words "Careful! Hot," will reinforce experience when an exploring finger comes near a heated surface.

Safety pins are always used around the baby. The sooner he learns that they prick the safer he will be. At first he will carry the pin to his mouth, but he will not swallow it, unless he is startled. The sense of touch is developed in his fingers. He does not want to *eat* all kinds of objects that he carries to his mouth; he wants to *feel* them. A slight prick with a pin received in mother's presence will discourage experimentation with pins when mother is not there.

HOW does an adult know how to handle scissors, ice-picks, and pincers? Because, sometime in his life he has had experience with these instruments. The child has to test them. Will it be in the early years when father and mother are present to help, advise and limit; or will it be later, out in the shed or garage surrounded by equally careless playmates?

In the same way the small child learns by being run into by another child on a kiddie car that the impact of moving bodies causes pain. The parent telling him this will never teach him. He must learn for himself.

It is the duty of the parents to keep the child out of trouble. The best way of doing this is to help the child to help himself. To know that the child has been trained to be careful and resourceful will be a satisfaction to the parents and will lessen their anxiety about him when he is away from them.

Just as self-confidence and the ability to handle himself successfully may be cultivated in the child, a pleasant disposition can also be developed. To a great extent this depends upon the parent's ideas on training and punishment. The child's point of view constantly should be kept in mind, and correction rather than punishment should be used in training little children.

If the small child displays temper, destroys the property of others, or in any way makes life very unpleasant for those around him, simply take him by the hand and lead him away to a place where he must stay by himself. As soon as he is good natured and agreeable again he should be welcomed back. He will very soon understand that if he cannot adjust himself to others pleasantly and acceptably he will have to stay by himself. If the child screams and kicks while he is alone he is doing so because of the effect upon the parents. When he finds that no one hears him he will stop. A child never makes a "scene" for his own amusement. He does it to gain desired ends.

Parents should not tell the child that he is naughty and "bad." This small person has been born into his parents' world. To him his elders are the gods of it. He accepts their evaluation of everything including himself. If it is impressed upon him that he is naughty he will try to live up to his reputation. Especially will this be true if his naughtiness is rewarded by marked attention and concern. Never tell the child that *he* is naughty. Tell him that the thing he *did* was naughty, but regard the act as dissociated from the character of the child. Explain to him why it was a naughty thing to do. Avoid over-emphasis of a misdeed by trying to shame the child or by constantly referring to an error. It is also unwise to try to work on the baby's sympathy—by pretending to cry, for instance—when he does something that he should not do. This introduces an emotional element into a situation which should be kept impersonal.

A happy bedtime is very necessary to the small child. The hours of sleep are influenced by his condition of mind upon going to bed. Bedtime is not the occasion for reproaches and disagreements. Ten minutes before bedtime tell him that in a few minutes it will be time to go to bed. Make the actual routine of getting ready and getting into bed a definite one repeated night after night in the same way at the same time without exception, and the child will accept it and co-operate.

PERMIT the baby legitimate curiosity about all parts of his body. The formation of bad habits should not be a constant fear. The child should not be made to feel embarrassed in regard to any part of his body. The small child should be allowed to run about in his room naked. This practice gives his skin a chance to "breathe" and promotes the good health of both mind and body. He should be accustomed to being naked when he takes sun baths in a sheltered place in summer and sun-lamp baths indoors in the winter.

Teach the young child the proper names for his sex organs. Answer all questions he asks about sex as they arise truthfully and simply. The child who is put off with falsehood will think about it, puzzle over it, and seek information elsewhere. This leads to undue emphasis upon sex.

Frankness and sincerity are qualities greatly to be encouraged in children. The artificial little person who never forgets to say, "sir" and "ma'am" is no longer considered an ideal type of child. But courtesy, which is consideration for others, must be taught early. Be thoughtful of the child and he will be thoughtful of others. If he gives mother by way of a "present" a bundle of newspapers wrapped around with a

string, mother should thank him and show interest in undoing her package. The child expects the same appreciation his father gets when he brings a package from town. All of the consideration and courtesy shown the young child will be reflected in the good manners he will develop.

In the same way the child can be taught regard for the property of others. He may cherish as a treasure an old broken basket or a bag of rocks. Mother is tempted to throw it away and father calls it "junk," but they should respect it as something the child cherishes. Only by respecting the child's possessions can parents teach him to respect the property of others.

Neatness is a quality most mothers greatly desire in their children. Have a few low hooks, a box, and low shelves in a closet for the child's use. Teach him to replace his things when he is through using them. If he leaves his nightgown on the floor in the morning say casually, "Nightgowns always like to be hung up in the closet—not left on the floor." The remark need not be addressed to the child, but it should be spoken in his hearing. In most cases the child will hurry to hang up the gown. The child co-operates better if he is not ordered to do things.

THERE are many ways in which a small child can learn to be helpful. A very young child will enjoy putting the milk bottles out for the milkman. Perhaps he may break one. But the spirit of helpfulness is worth the price of a few broken dishes. If the child wants to help wipe the dishes give him a towel and let him go through whatever motions he sees fit. He will take pride in his performance. If he wishes to wash dishes give him a small pan of suds and a few inexpensive dishes. You will be surprised to find how clean he will get the dishes.

To develop the best qualities of character in the child parents must be calm, patient, and consistent. Mothers have a tendency to be very much annoyed by little things. It might make the problem easier if some one would sit down with a new mother and tell her all the provoking things her child, in common with other children, will do. She would then know what to expect and perhaps be able to meet the situation more calmly. She might as well be prepared for the fact that when he reaches the runabout stage her baby will mix the salt and sugar, tear paper, scribble on the wall, try taking food out of the ice-chest, and run away. As he grows older he will repeat bad language that he hears, take toys away from other children and probably have attacks of spitting and slapping. He is not a bad child because he does these things. These are stages in his development. Properly handled he quickly passes through them. But while he is in the process it is not an easy matter for the mother to refrain from becoming annoyed and nervous. But understanding parents will struggle to keep their sense of perspective and realize that day by day they are helping a small individual to grow up happily and successfully.

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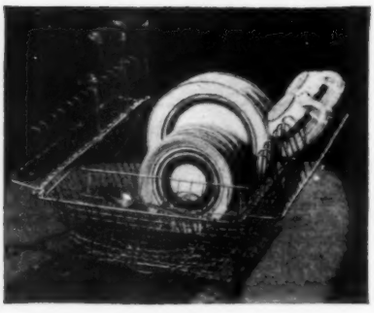
MOTHER GOES SHOPPING

New Things for Children and Devices that make Housekeeping Easier

By MRS. MARTHA SAGE

THIS Department has just been started for the convenience of our readers. We feel that it will help each month in buying new and useful things for children, for the nursery and the home. Every single object is inspected by me personally before being illustrated.



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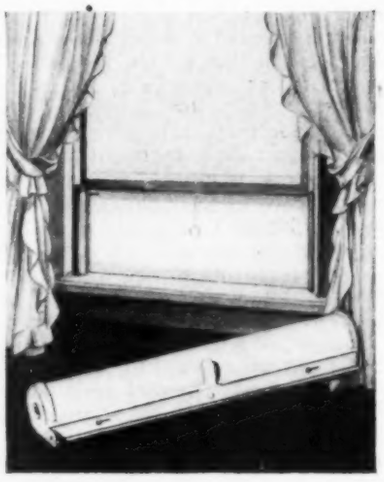
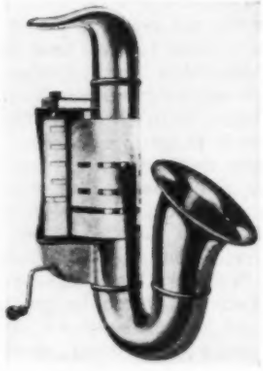


MARCH winds, chilling sleet and drizzling rain breed draughts through open windows; dust-laden air bears germs. "Roll-a-Vent" seems to solve all these questions admirably. The stout cloth screen stretches across the window in a second, straining out impurities. Works like window shade; a boy could attach in a jiffy. Standard size to 36"; washes easily, $3 express collect. Refill screens, 25c each. *Order from Lewis & Conger, 45th St., at 6th Ave., New York. Attention R. V. Lewis.*



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The Perfumed Touch that Makes Your Toilet Complete

Cuticura Talcum Powder

Delicately Medicated and Antiseptic

A New Way to Check Measles

(*Continued from page 17*)

About a day before the rash breaks out, what are called Koplik spots appear in the mouth. These are small, raised bluish white spots with a red base. They are found on the gums and the lining of the cheeks. They generally pass unnoticed and the disease is not discovered until the rash arrives. In times of epidemic it is well to examine the mouths of children showing signs of cold in the head or inflamed eyes, these being the common preliminaries to a case of measles. If Koplik spots are seen, diagnosis may be made at once and earlier warning can be given of the exposure of other children.

THERE is another preventive of measles of which we hear much these days. This is convalescent serum. Its use seems now to be established thoroughly. Convalescent serum differs from the aforementioned treatment with the whole blood of adults. The serum is obtained from the blood of someone who has just had measles. The blood should be withdrawn about one week or ten days after the disappearance of the rash. If given before the eighth day after exposure, an injection of the serum obtained from this blood will protect an exposed child from the dangers of the disease. As in the case of treatment with whole adult blood, a larger dose of serum will give complete, but temporary immunity, while a smaller dose will produce modified measles, thus conveying lasting immunity upon the child.

Convalescent serum is more potent than is the blood of adults who have had measles at a remote date in the past. Therefore smaller doses will afford protection. The serum, however, is difficult to obtain in sufficient quantities to carry on an active preventive campaign in times of epidemic. It must be taken from individuals who have just had measles. These are usually children. In the early part of an epidemic, when it is most important to limit the number of cases, there is no convalescent serum available. Only a small amount of blood can be taken from each child. Most physicians would hesitate to bleed a convalescent child for any large amount, even if the parents were willing enough to give them their permission. The technical difficulties of insuring the sterility of the serum are discouraging for the ordinary practitioner. For these reasons the use of convalescent serum has not proved very satisfactory, except in large cities where municipal depots may be maintained.

Treatment with adult blood, on the other hand, presents none of these difficulties. In every community, usually in every family, there can be found individuals who have had measles. The availability of adult blood much more than compensates for the larger amount required. As a rule the mother is only

(*Turn to next page*)

Thumb-Sucking?

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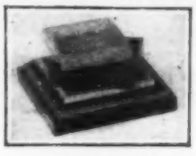

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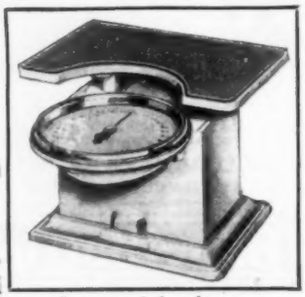

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A New Way to Check Measles

(*Continued from page 79*)

too glad to offer her own blood. She does not feel the antipathy which is sometimes shown towards blood or serum from strangers. When the mother's blood is used, the danger of syphilis is avoided, although, of course, it is necessary to guard against tuberculosis or other transmissible disease.

Cros-Decam, a Frenchman, in an extensive monograph on the subject, has reported the results of adult whole blood in 234 cases. He obtained absolute protection in 195 cases, or 83.3 per cent, and modified measles in 19 cases, or 9.7 per cent, giving partial or total immunity in 93 per cent, which compares favorably with the 93 per cent that has been obtained with convalescent serum. Of his failures, 8 received the serum too late, when the measles had already set in, and 12, or 5.1 per cent, had typical measles. Among this 5 per cent were found the only two complications in the series of 234 cases. One had disease of the middle ear and recovered; the other had bronchopneumonia and died.

Cros-Decam used somewhat larger amounts of blood in an effort to obtain complete protection. He used 30 to 35 cubic centimeters of blood in children under two years, and 50 to 60 cubic centimeters in those over two years old. I believe it is better to use the smaller and more convenient amount of 20 cubic centimeters and produce the modified measles with its permament immunity.

MY own experience in using adult blood is limited to ten cases. Of these, one was a complete failure. A ten months' old child was injected on the seventh day of exposure, rather late for the blood to be effective. Seven days later he not only had a fairly severe attack of measles, but he also had that rather rare phenomenon, a relapse, with a reappearance of the rash, conjunctivitis, catarrh and cough fifteen days after the subsidence of the original attack. I did not find any Koplik spots during the relapse. Of the other nine cases, four were protected completely and five had modified measles, with uniform absence of the preliminary symptoms, with a scanty rash, with very little catarrh and with practically no constitutional symptoms or malaise. There were no complications in any of the cases.

This series is, of course, small, but it bears out the previous reports of the beneficial effects of whole adult blood in the prevention and modification of measles. The technique is so simple and the effects are so striking as to warrant a general adoption of the procedure. When one remembers that under ordinary circumstances 98 per cent of exposed susceptible children develop measles and that the disease, especially in young and delicate children, may be serious or fatal, the value of this simple protective measure may readily be appreciated.

Children Who Might Live!

EVERY year thousands of children, mostly under the age of five years, die or are permanently disabled—needlessly! These children who might live, die from a preventable cause—diphtheria.

Despite diphtheria prevention, the disease persists when a few years of concentrated effort could literally efface it.

In "CHILDREN WHO MIGHT LIVE," W. W. Bauer stresses the fact that the war against diphtheria is on and says the final victory rests with parents—a magnificent opportunity or a dreadful responsibility according to whether it is accepted or shirked.

This stirring challenge has a message for YOU! It will be just one of the stimulating features in the March issue of HYGEIA, the health magazine of the American Medical Association. The regular subscription rate is $3 a year. Subscribe now at the

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Safety Thumb Guards will safely and quickly cure your child of this bad habit. Guards ingeniously constructed of one piece of German Silver Wire. No ends to loosen, to injure the face or eyes.

Perfectly safe and sanitary.

Complete instructions with guard.

Patent Applied for

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For Parent-Teacher Associations, Mothers' Clubs, Child Study Groups, Churches, etc.

Program for Discussion at Your Next Meeting

PREPARED BY THE CHILD STUDY ASSOCIATION OF AMERICA

THE following outline for study is based on the article "Every Child Needs an Allowance," by Frances Frisbie O'Donnell, in this issue.

How to Use This Program

Appoint a leader who will first read aloud the article on page 18. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group who will report on them at the meeting.

Questions Based on the Article

(1) Is it advisable to give an allowance to a child who himself shows no desire to have one?

(2) What factors should determine the age, interval, amount and use of the allowance?

(3) Does the giving of an allowance preclude the possibility of the child's earning money?

(4) Ought a child to be permitted to make foolish purchases?

(5) Ought a child to render an itemized account of all his expenditures?

(6) Is mere saving educative to the small child? How can it be made so?

Points to Keep in Mind

(1) Learning to use money is an essential instrument of every child's education.

(2) The use of money involves various phases: earning, planning, saving, spending.

(3) A definite allowance has educative value and possibilities which occasional gifts of money do not have.

(4) The amount of allowance depends on (a) the child's age (b) the child's needs.

(5) Allowance implies regularity; it also implies a specified sum provided at regular intervals.

(6) The allowance must be large enough to include (a) Certain definite expenditures of carfare, Sunday school money, etc. (b) A little for saving. (c) A margin for spending in any way the child desires.

(7) Small children's savings must be for a definite goal that the child can readily imagine.

(8) The child's budgeting and planning for expenditures need counsel and parental guidance.

(9) The allowance should never be used as an instrument of punishment.

Problems for Discussion

(1) Mrs. Brown prides herself on the fact that her children always have everything required for their needs. Their clothes and other necessities are supplied and there is sufficient candy in the house. She sees no reason why they should have any cash.

(2) Mary is seven. Every Sunday she receives her allowance and on Monday she spends it treating her little friends to candy or ice cream on the way home from school. She then has no money until the following week. This does not seem to trouble her in the least nor does she make any demands for money between times. The mother is puzzled as to what to do in this case. What could you suggest?

(3) Mr. Jones believes firmly that success depends upon thrift and that anything worth having must be achieved at a sacrifice. He therefore wants his very young children to begin saving toward their college (*Turn to next page*)

Four Ways

in which

The PARENTS' MAGAZINE

helps

Parent-Teacher Associations
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College Alumni Groups
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Send for This!

Send for this "Four Ways" folder which describes in detail (1) How this magazine provides interesting programs for group meetings, (2) The free service bulletins offered to groups, (3) An easy, dignified way for your group to raise money, and (4) The special group subscription rates. It will be sent, of course, without charge or obligation. Address: Group Service Bureau, THE PARENTS' MAGAZINE, 255 Fourth Ave., New York, N. Y.

Step by Step *with Baby*

Never to have to unlearn, but to build step by step upon what he has learned, spells progress for baby.

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WHAT a strange new world for baby minds to grasp . . . yet how quickly baby learns to know and to do! Sometimes it seems it must be instinct only, but observation shows the influence of environment and association.

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When you send in this coupon, will you also send the ballot on page 77 of this issue?

Program for Discussion

(*Continued from page* 81)

education. Each one has a bank into which these savings are put. Is this a wise procedure? What arguments can be advanced for and against it?

(4) There is a system in the Smith household whereby each child is expected to pay one cent out of his allowance for every spot which is carelessly put upon the tablecloth and for each time slang is used. Criticize this plan.

(5) If a child has an allowance do you consider it legitimate for the parent ever to give him extra money? Cite a specific instance of when you think this would be permissible.

(6) In what ways could a child of seven increase his allowance by earning money? Is it wise to encourage this?

(7) If a child is interested only in saving money and seems unwilling ever to spend any, would you consider this an admirable trait and would you encourage it? If not, how would you deal with it?

References

THE USE OF MONEY, by E. A. Kirkpatrick. *Bobbs-Merrill.* $2.00.

THE USE OF MONEY, by S. M. Gruenberg. STUDIES IN CHILD TRAINING, *Child Study Association of America.* Ten cents.

MY LITTLE BOY, by Carl Ewald. *Scribners.* $1.00.

A Correction

WE are receiving a good deal of interested comment on the article entitled "Can Babies Choose Their Food?" by Clara M. Davis, M.D., which appeared in the January number of THE PARENTS' MAGAZINE. In this article Dr. Davis described experiments in allowing babies to choose what they like, and eat as much as they like, from a variety of simple, wholesome foods. A list of the foods used in the experiment was given in the article. We regret, however, that through an error the list of vegetables and the incidental sea salt were omitted from the food list as it appeared in the article. We are glad to correct this error by printing herewith the entire list of foods offered the babies.—THE EDITORS.

(1) *Meats*
(muscle cuts)
Beef, Lamb, Chicken

(2) *Glandular Organs*
Liver, Kidney, Brains, Sweetbreads

(3) *Sea Food*
Haddock

(4) *Cereals*
Whole Wheat (unprocessed)
Scotch Oatmeal
Whole Barley
Yellow Corn Meal
Rye (Rykrisp)

(5) *Bone Products*
Bone Marrow (Beef and Veal)
Bone Jelly (soluble bone substances)

(6) *Eggs*

(7) *Milks*
Grade A Raw Milk
Grade A Raw Whole Lactic Milk

(8) *Fruits*
Apples, Oranges
Bananas, Tomatoes
Peaches or Pineapple

(9) *Vegetables*
Lettuce, Cabbage, Spinach, Cauliflower, Peas, Beets, Carrots, Turnips, Potatoes

(10) *Incidentals*
Sea Salt (Seisal)

Doctors, educators and psychiatrists urge you to

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A Record for the Future

The descriptive outline of child development includes the growth of intellect and personality as well as of the body. There are full directions as to the method of record-keeping. A section on family history is followed by the birth record, and a section on general health containing blanks for recording height, weight, teeth, operations, diseases and accidents. *Normal standards of development are presented for comparison with the individual record.*

The main portion of the book consists of a series of periodic divisions for recording the child's behavior at three, six, nine, twelve and eighteen months, and every year thereafter. Each section is preceded by a statement calling attention to significant facts to be observed during the period. The miscellany section provides the opportunity for keeping photographs, school report cards, prizes, letters and drawings, bright sayings, etc.

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